

A stylized illustration of a blue lighthouse on the left, with yellow sun rays emanating from behind it. The background is white with yellow diagonal stripes. The lighthouse is positioned on the left side of the frame, and the sun rays fan out across the top and right. The text is centered in the middle of the image.

NACCC Campus Climate Survey data *“Mattering and Affirmation”*

October 2023

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- Survey overview and participation
- Mattering and Affirmation - UNDERGRAD
- Mattering and Affirmation - GRAD
- Comparison to peers
- Recommendations and Next steps



UMB administered the NACCC student campus climate survey in Fall 2022

- University of Southern California Race and Equity Center -- National Assessment of Collegiate Campus Climates (NACCC)
- Administered between October 19 - November 19, 2022
- 15-minute web-based survey that includes six content areas essential to understanding the racial climate on campus and collects participants demographic information in order to conduct meaningful data disaggregation



We plan to rollout the results of each content area through monthly community sessions

October 18, 2-3pm

- Mattering and Affirmation

November

- Cross Racial Engagement

February

- Racial Learning and Literacy

March

- Encounters with Racial Stress

April

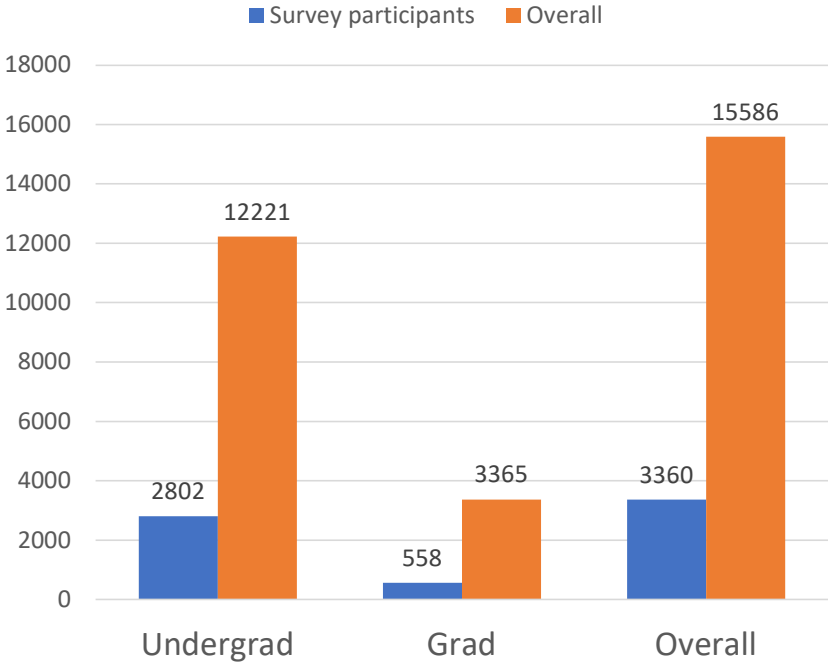
- Appraisals of Institutional Commitment

May

- Impact of External Environments

22% of the UMB student population participated in the NACCC survey

Race/ethnicity	Survey participants		
	Undergrad	Grad	Total
Overall	2802	558	3360
Students of color	1964	376	2340
Caucasian or White	838	182	1020
Asian or Asian American	545	210	755
Black or African American	481	53	534
Hispanic or Latinx	443	25	468
Two or more races	349	47	396
Arab or Arab American	54	3	57
Another group not listed	50	27	77
Middle Eastern	33	11	44
Native American or Alaska Native	5	0	5
Native Hawaiian and/or Pacific Islander	4	0	4



Participation rate: Undergrad 22.9%, Grad 16.5%, Overall 21.6%

Note: UMB students numbers from Fall 2022

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“Mattering and Affirmation” is one of six content areas in the NACCC survey

Overview of “Mattering and Affirmation”

- NACCC respondents indicate the extent to which they feel they matter in classrooms and in various out-of-class campus spaces. Additionally, students indicate the ways and the frequency with which faculty members affirm them.
- Key topics
 - Student perceptions of mattering in campus **LOCATIONS, CLASSROOMS**, and at campus **EVENTS**
 - Affirmation of students from White professors and from professors of color

41% of UG students feel that they strongly or mostly matter at UMB; there was minor variation by race

“Overall, to what extent do you feel like you matter at UMB?”

UNDERGRAD

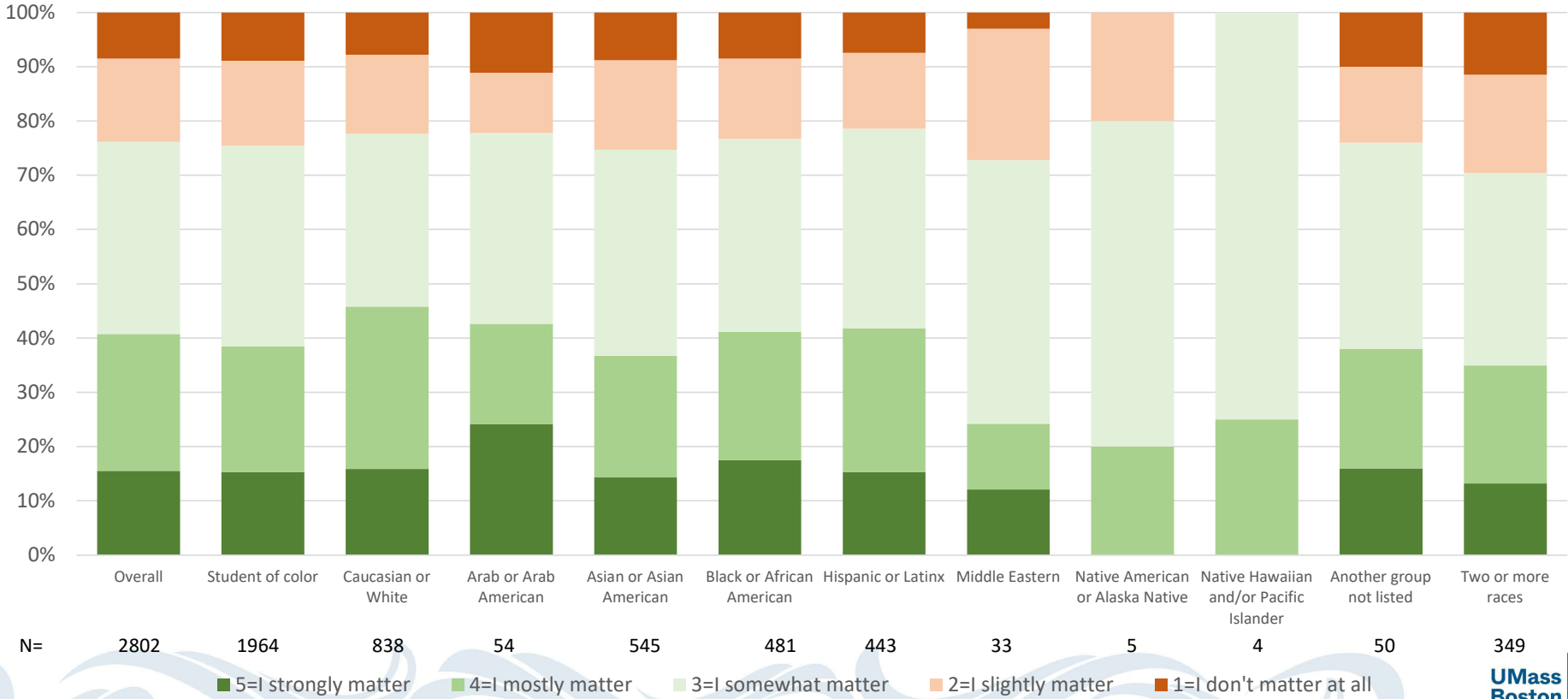


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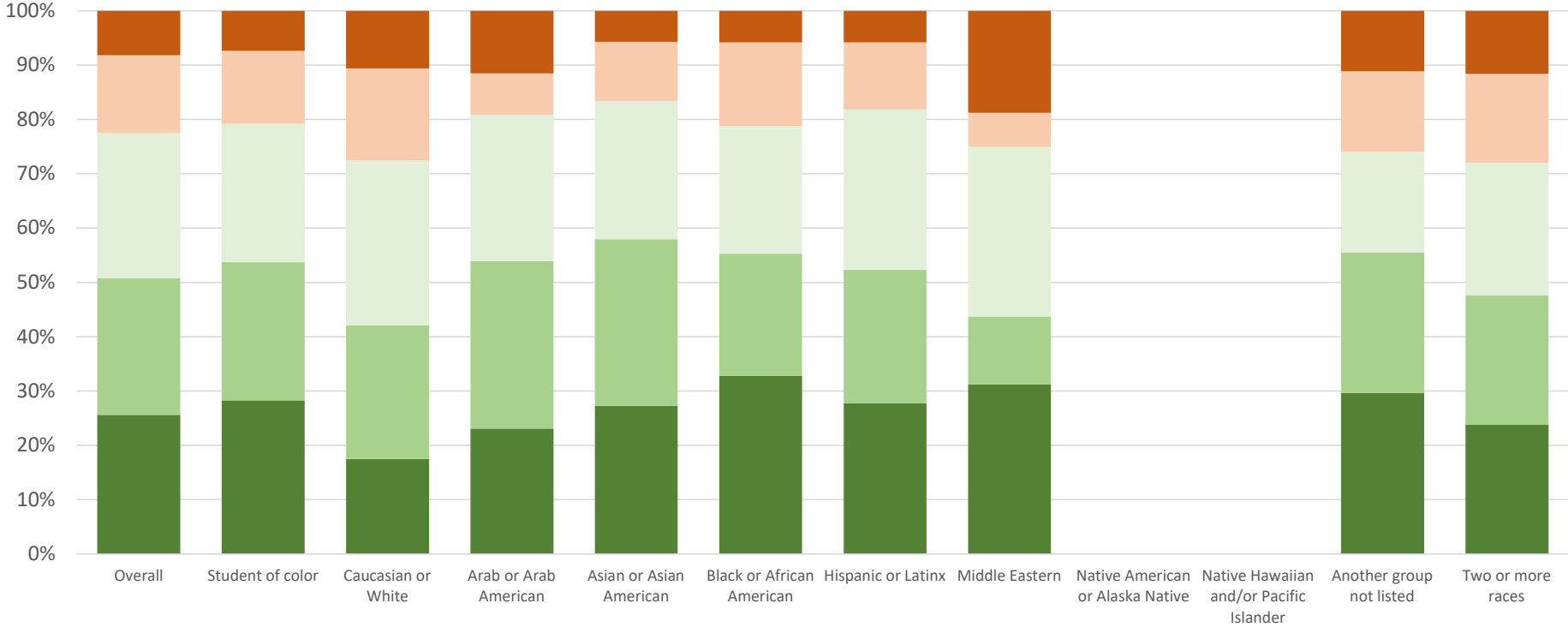
- Survey overview and participation
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51% indicating “mattering” in the financial aid office; mattering higher for students of color

LOCATIONS:
Financial Aid Office

UNDERGRAD

“To what extent do you matter in: Financial Aid Office”



5=I strongly matter 4=I mostly matter 3=I somewhat matter 2=I slightly matter 1=I don't matter at all

Note: If number of responders was <6, data not shown

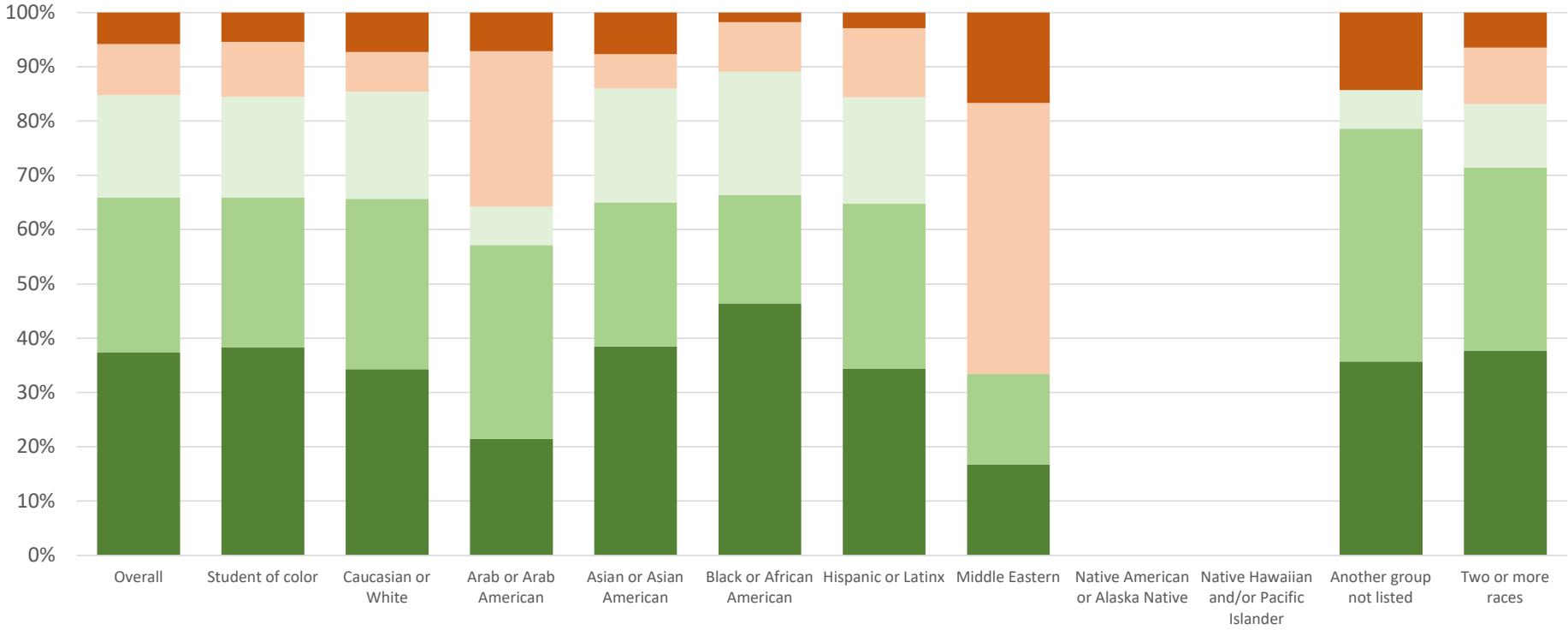


66% feel they “matter” in the tutoring center

LOCATIONS:
Tutoring/Learning Center

UNDERGRAD

“To what extent do you matter in: Tutoring or Learning Center”



5=I strongly matter 4=I mostly matter 3=I somewhat matter 2=I slightly matter 1=I don't matter at all

Note: If number of responders was <6, data not shown

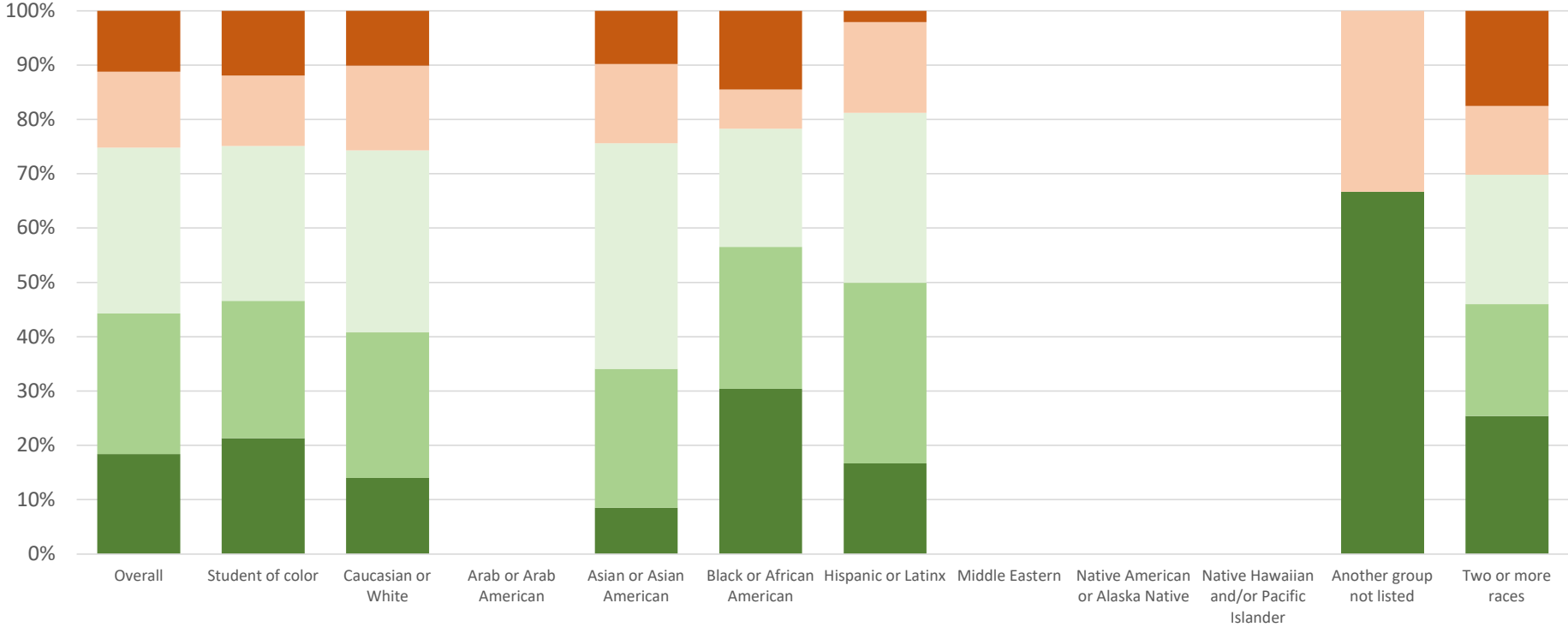


43% feel they “matter” in the dorms

LOCATIONS:
Dorms/Student Housing

UNDERGRAD

“To what extent do you matter in: Dorms/Student Housing”



5=I strongly matter 4=I mostly matter 3=I somewhat matter 2=I slightly matter 1=I don't matter at all

Note: If number of responders was <6, data not shown

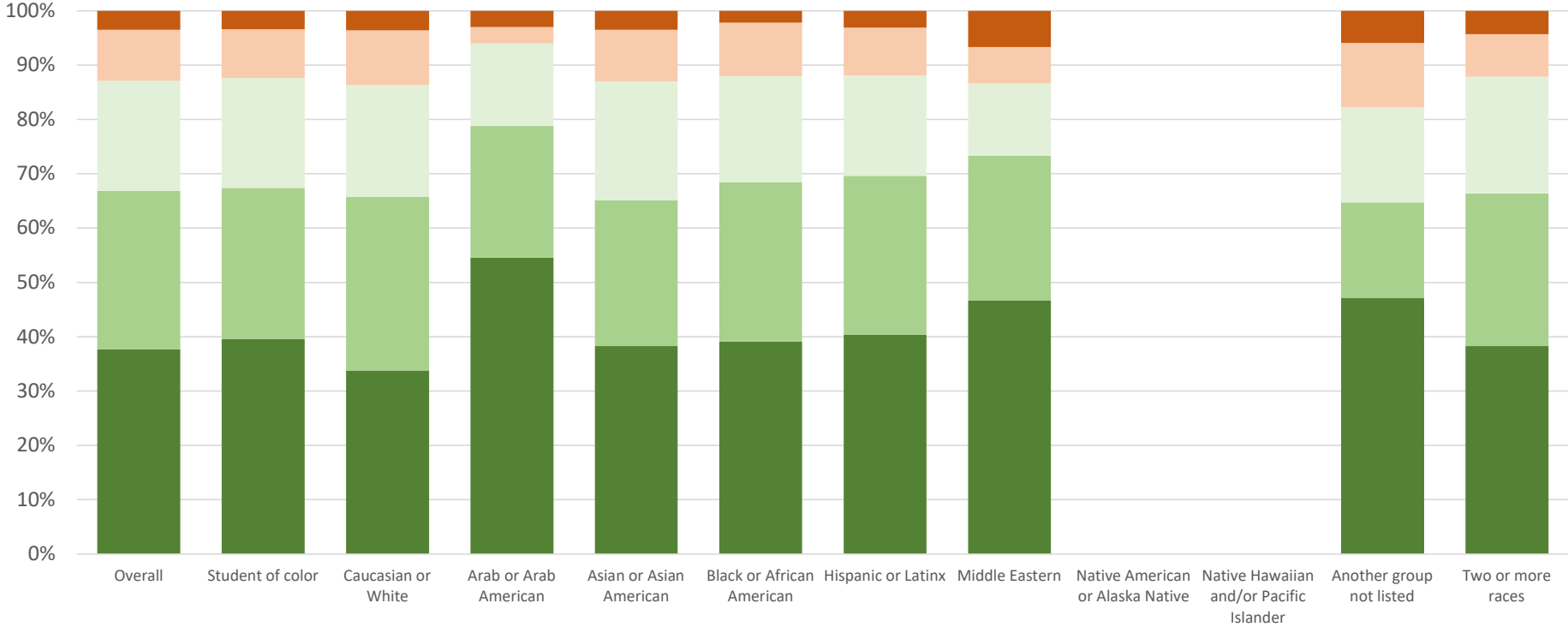


67% feel they “matter” in the advising office

LOCATIONS:
Advising Office

UNDERGRAD

“To what extent do you matter in: Academic Advising / Advising Office”



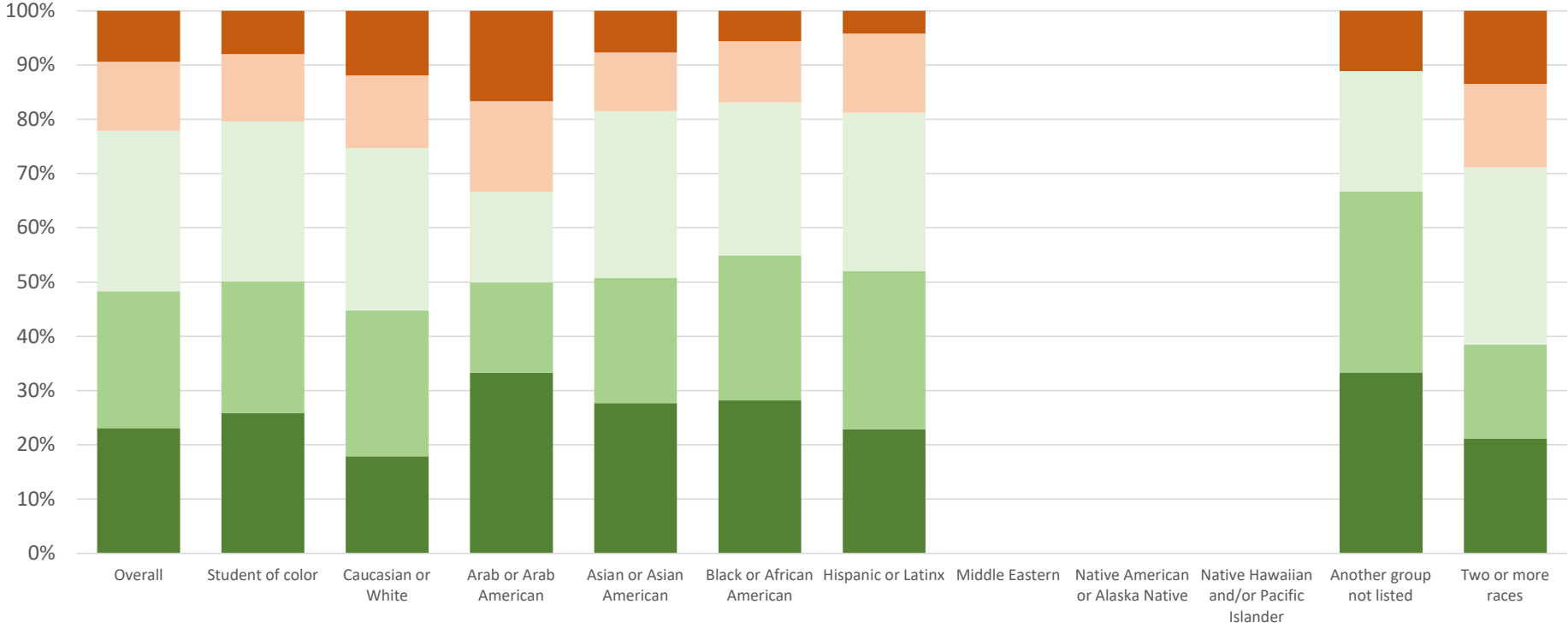
5=I strongly matter 4=I mostly matter 3=I somewhat matter 2=I slightly matter 1=I don't matter at all

Note: If number of responders was <6, data not shown

48% feel they “matter” in the Campus Quad or Common Gathering Space

LOCATIONS:
Quad / Common Spaces

“To what extent do you matter in: Campus quad or common gathering space” **UNDERGRAD**



5=I strongly matter 4=I mostly matter 3=I somewhat matter 2=I slightly matter 1=I don't matter at all

Note: If number of responders was <6, data not shown

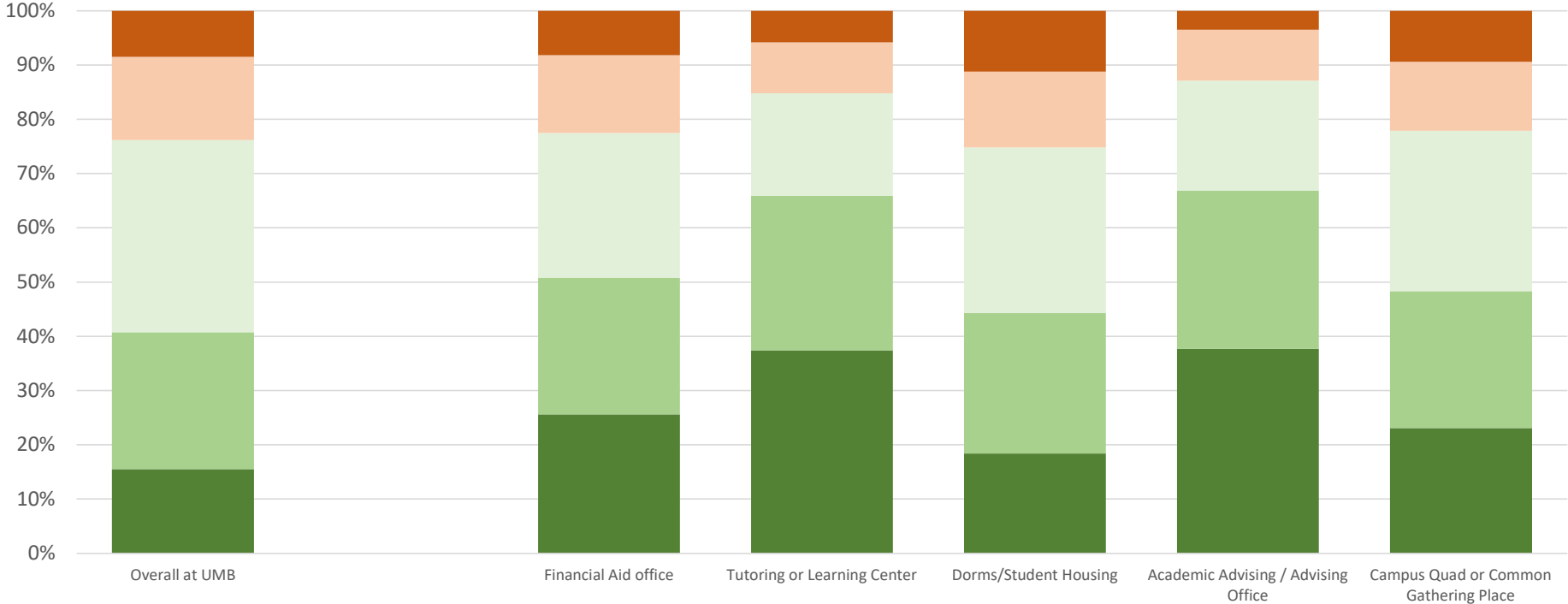


Location-based mattering higher than generally at UMB; especially in tutoring and advising

LOCATIONS

UNDERGRAD

“Overall, to what extent do you feel like you matter at UMB?”



N= 2802 1408 604 456 1871 385

■ 5=I strongly matter
 ■ 4=I mostly matter
 ■ 3=I somewhat matter
 ■ 2=I slightly matter
 ■ 1=I don't matter at all

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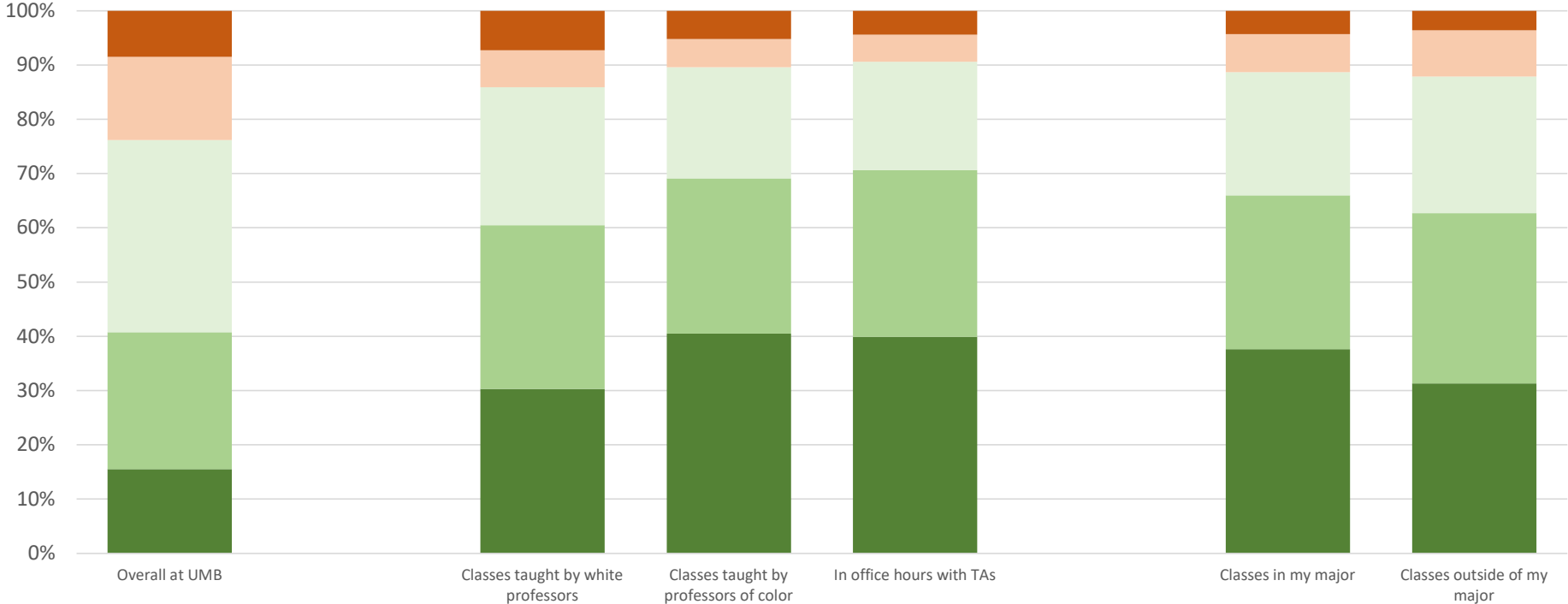
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Sense of mattering is high in classroom environments; especially in classes with professors of color

CLASSROOMS

UNDERGRAD

“To what extent do you feel like you matter at UMB?”



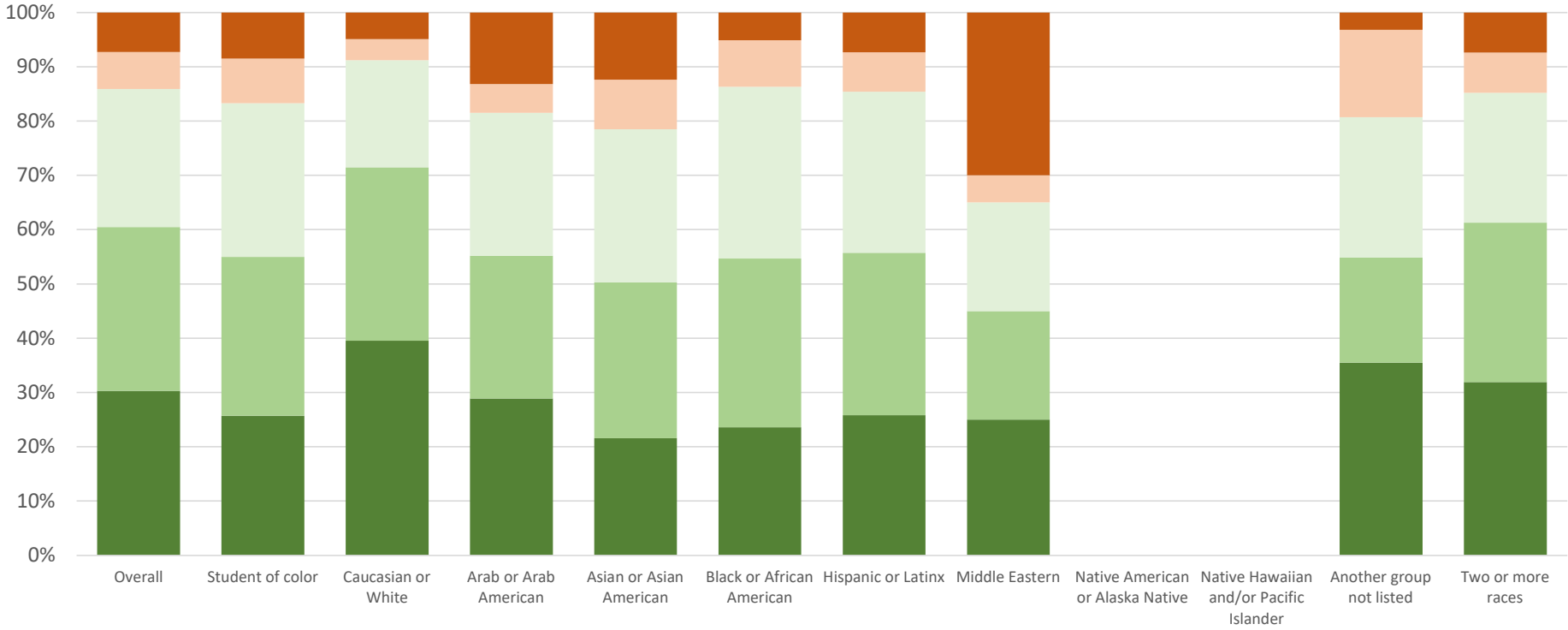
N= 2802 2307 1742 436 1802 1460

5=I strongly matter 4=I mostly matter 3=I somewhat matter 2=I slightly matter 1=I don't matter at all

Students of color feel a lower sense of mattering in courses taught by white professors

CLASSROOMS:
White professors

"To what extent do you feel like you matter in classes taught by white professors?" **UNDERGRAD**



5=I strongly matter 4=I mostly matter 3=I somewhat matter 2=I slightly matter 1=I don't matter at all

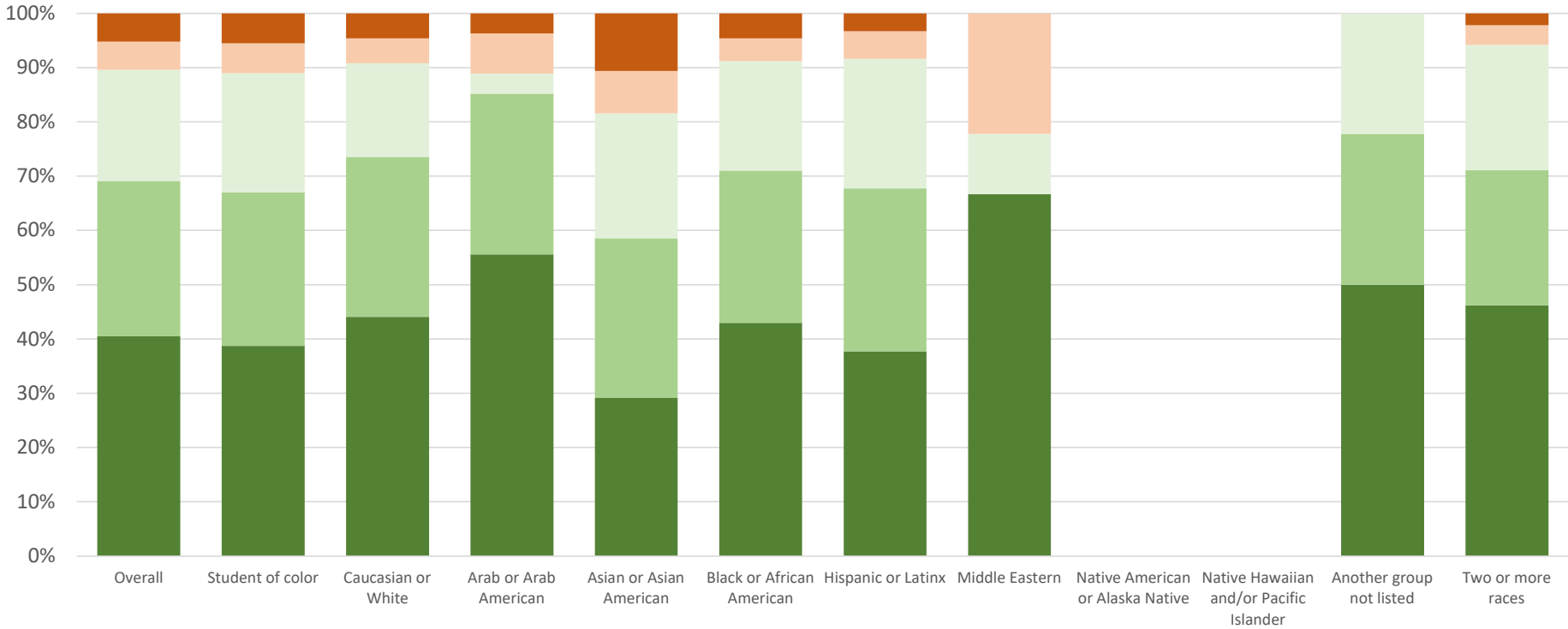
Note: If number of responders was <6, data not shown



Sense of mattering high in classes taught by faculty of color; lowest for Asian students

CLASSROOMS:
Professors of color

"To what extent do you feel like you matter in classes taught by professors of color?" **UNDERGRAD**



5=I strongly matter 4=I mostly matter 3=I somewhat matter 2=I slightly matter 1=I don't matter at all

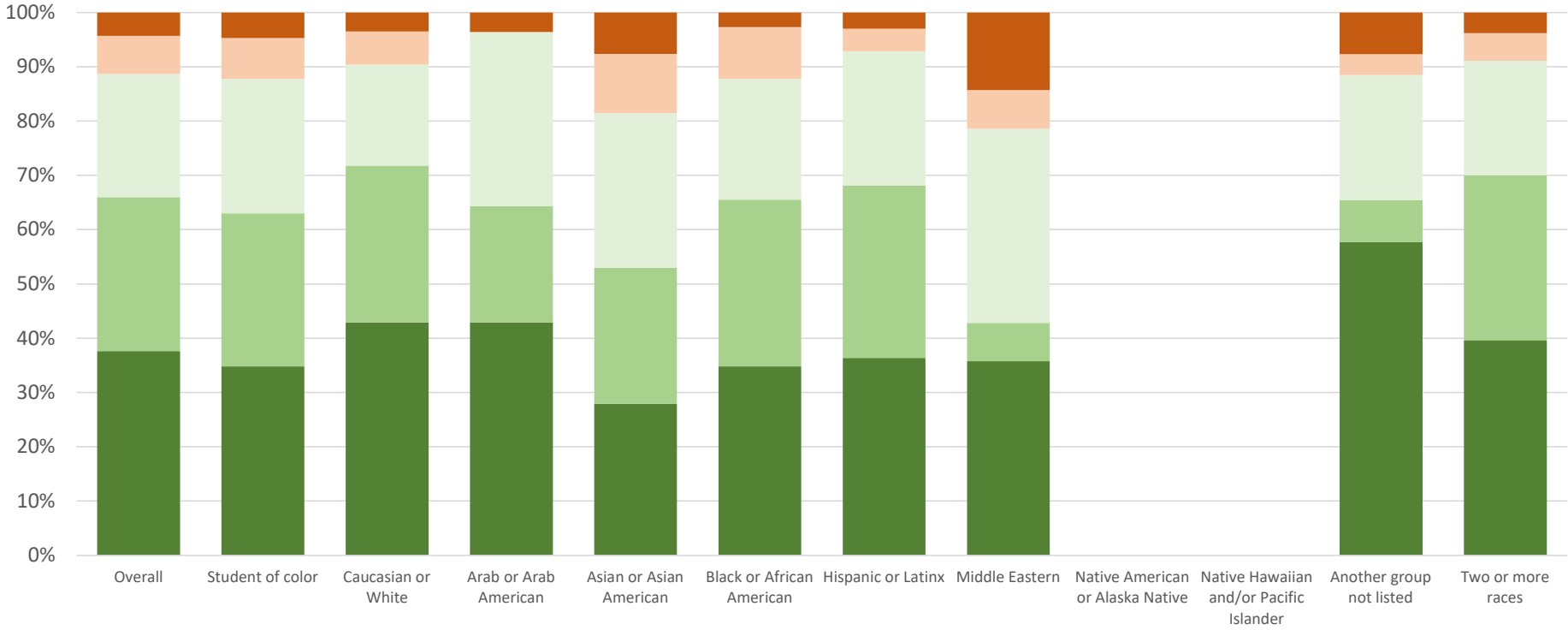
Note: If number of responders was <6, data not shown

Students of color feel a lower sense of mattering in classes in their major

CLASSROOMS:
Classes in major

"To what extent do you feel like you matter in classes in your [first] major?"

UNDERGRAD



5=I strongly matter 4=I mostly matter 3=I somewhat matter 2=I slightly matter 1=I don't matter at all

Note: If number of responders was <6, data not shown

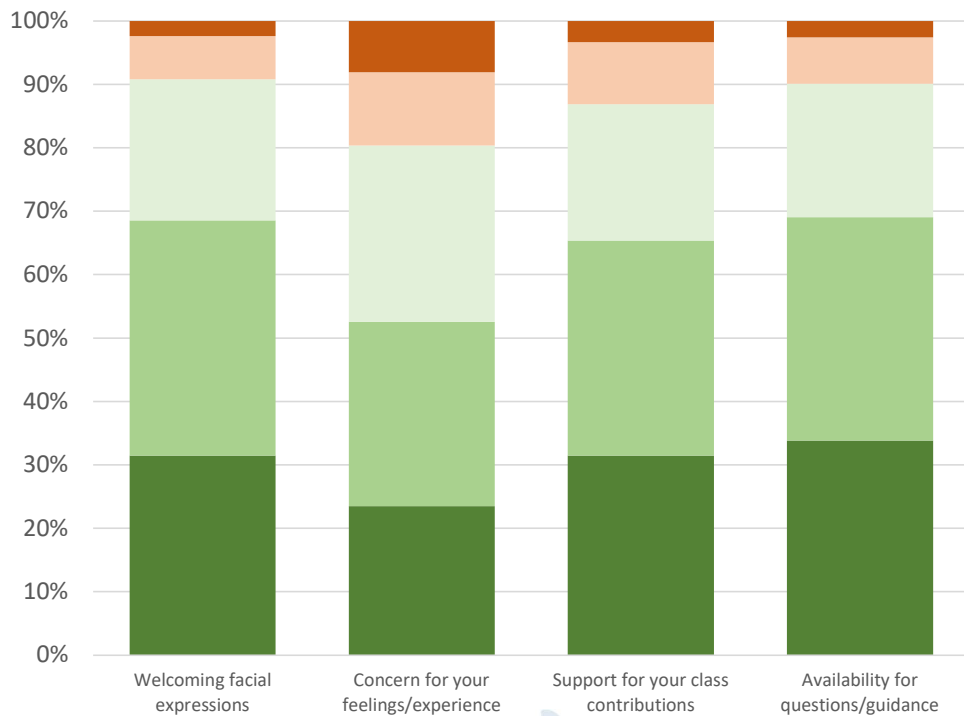


Mattering high in classroom environments, higher with professors of color

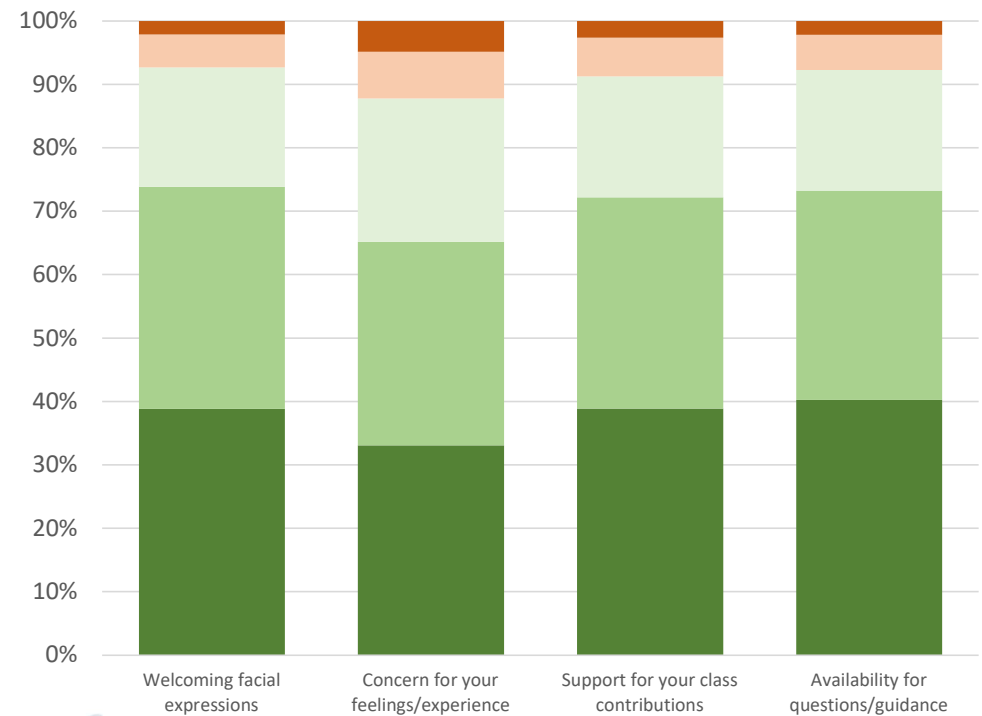
CLASSROOMS

UNDERGRAD

“How often have you experienced the following from WHITE PROFESSORS?”



“How often have you experienced the following from PROFESSORS OF COLOR?”

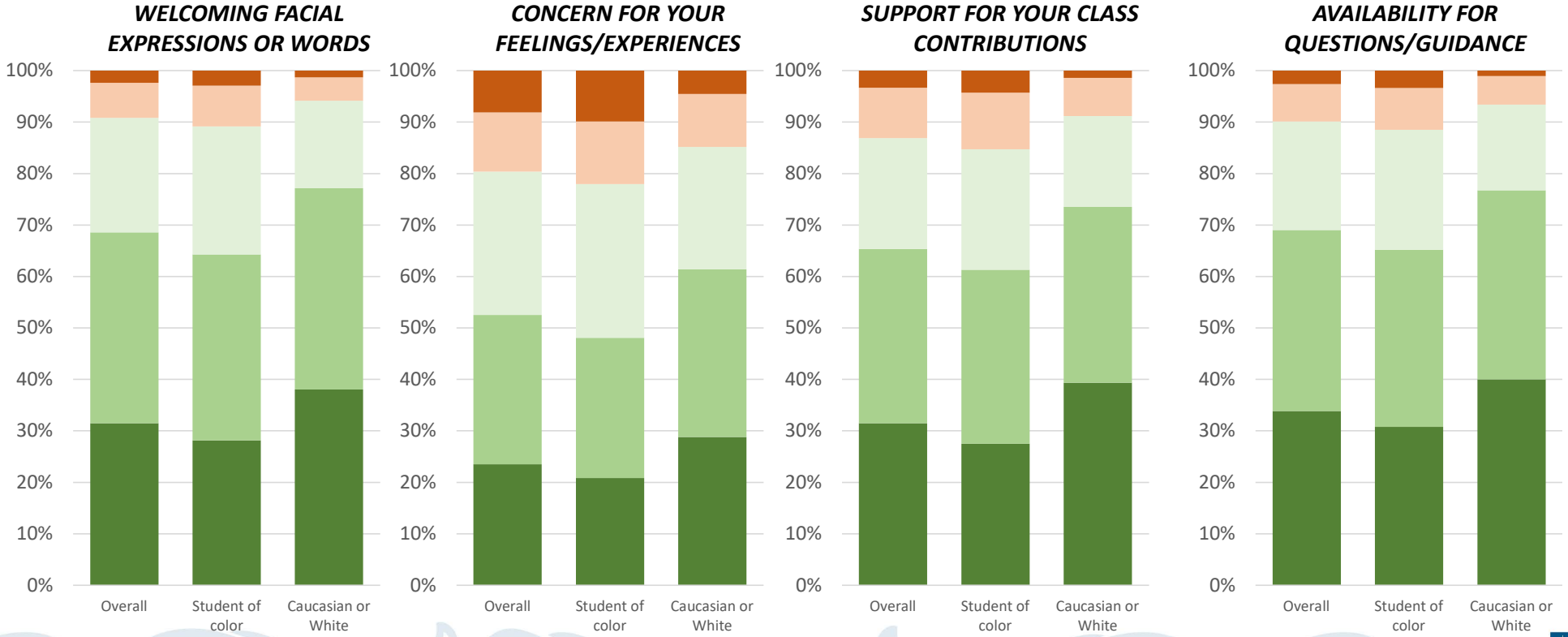


Expressions of support lower for students of color in class with white professors

CLASSROOMS:
White Professors

UNDERGRAD

“How often have you experienced the following from WHITE PROFESSORS?”



Expressions of support also lower for students of color in class with professors of color

CLASSROOMS:
Professors of color

UNDERGRAD

“How often have you experienced the following from PROFESSORS OF COLOR?”

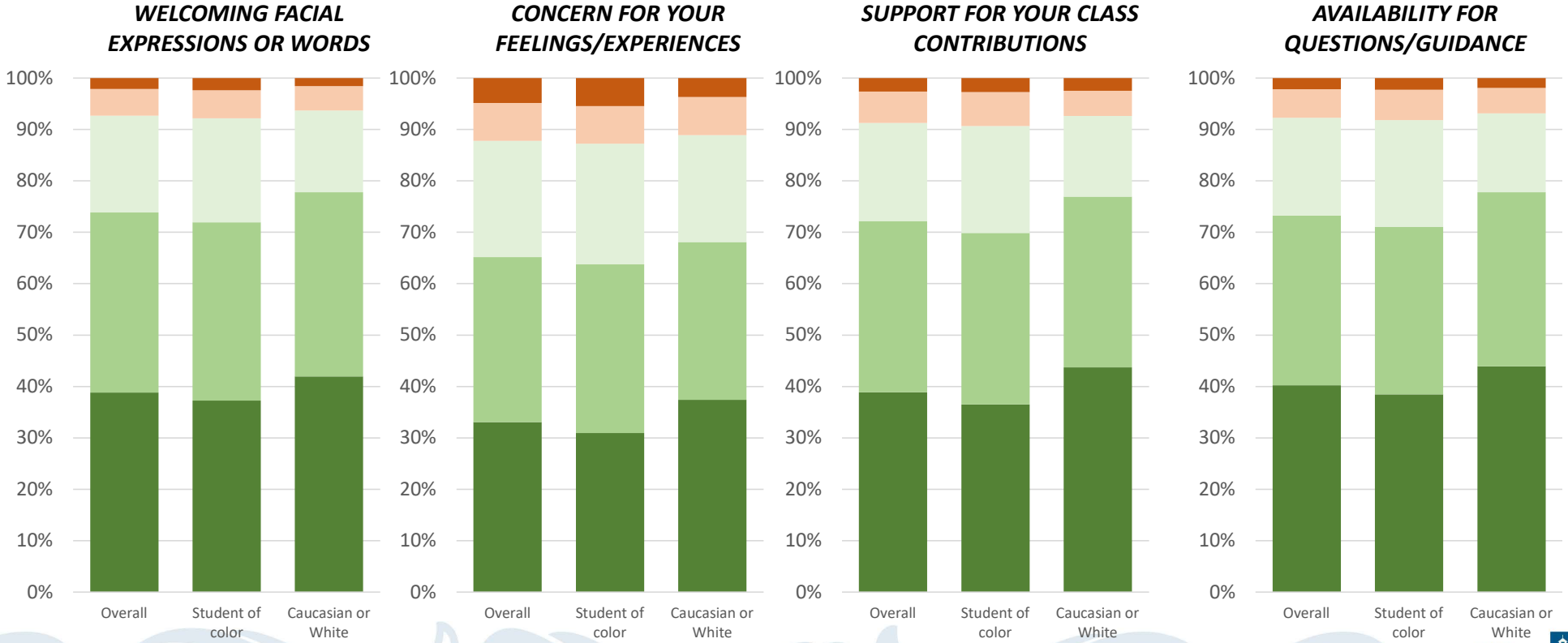


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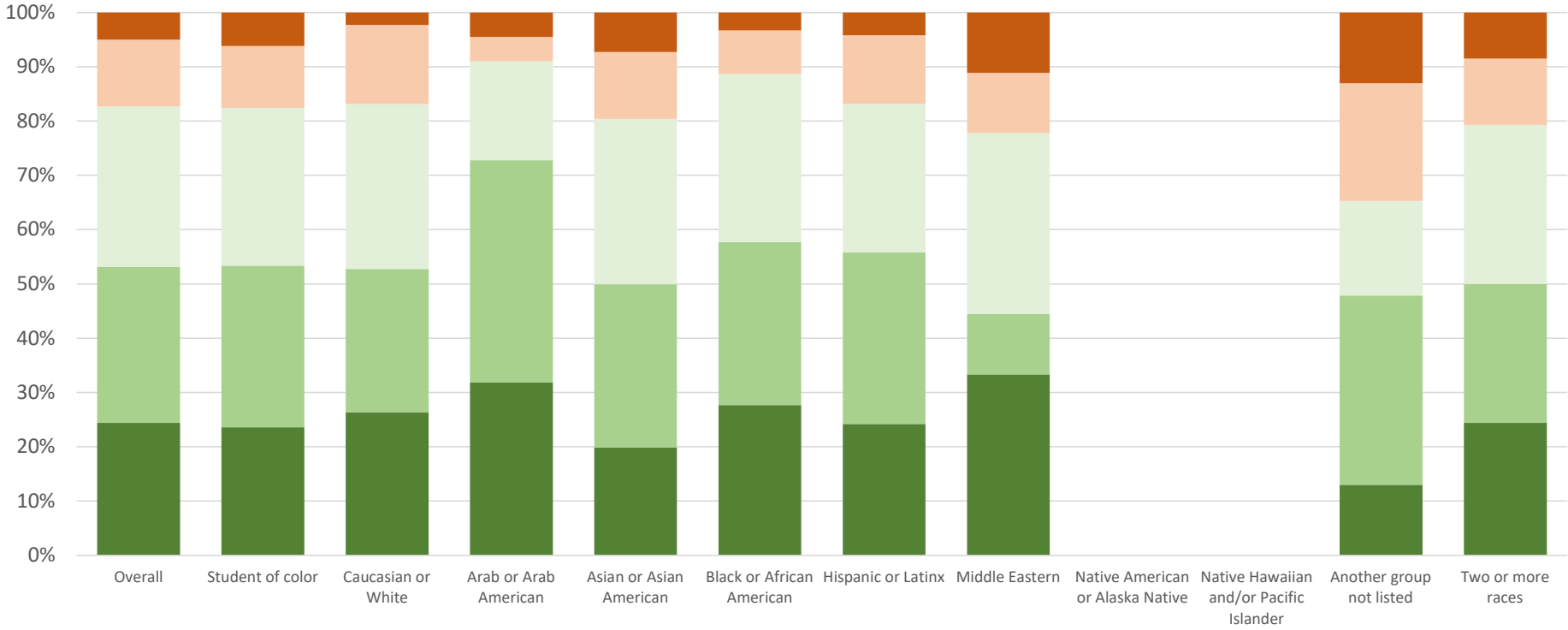
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Arab & Middle Eastern students feel highest sense of mattering at UMB events; Asian students lowest

EVENTS:
UMB events

UNDERGRAD

"To what extent do you feel like you matter in events hosted by the school, departments, or campus organizations?"



5=I strongly matter 4=I mostly matter 3=I somewhat matter 2=I slightly matter 1=I don't matter at all

Note: If number of responders was <6, data not shown

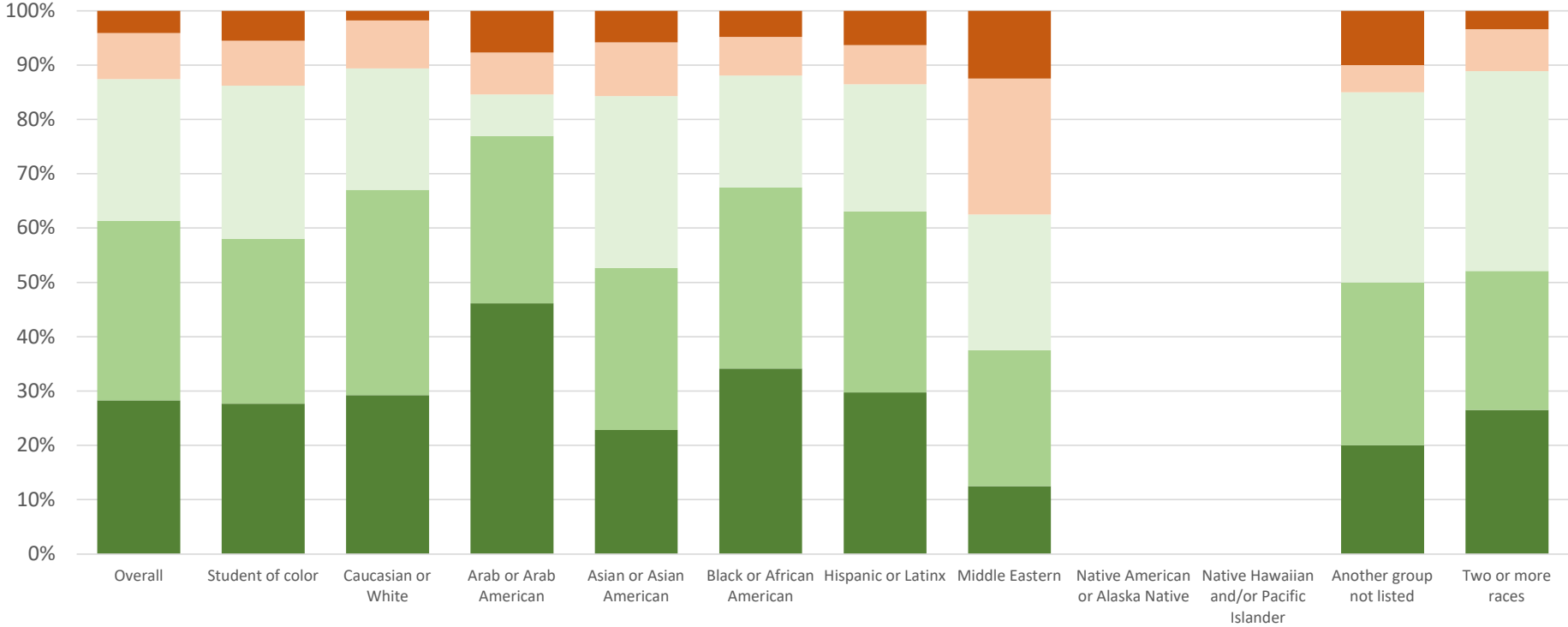


Students generally feel a sense of mattering at social events

EVENTS:
Social events

UNDERGRAD

"To what extent do you feel like you matter in social events (parties or just hanging out)?"



5=I strongly matter 4=I mostly matter 3=I somewhat matter 2=I slightly matter 1=I don't matter at all

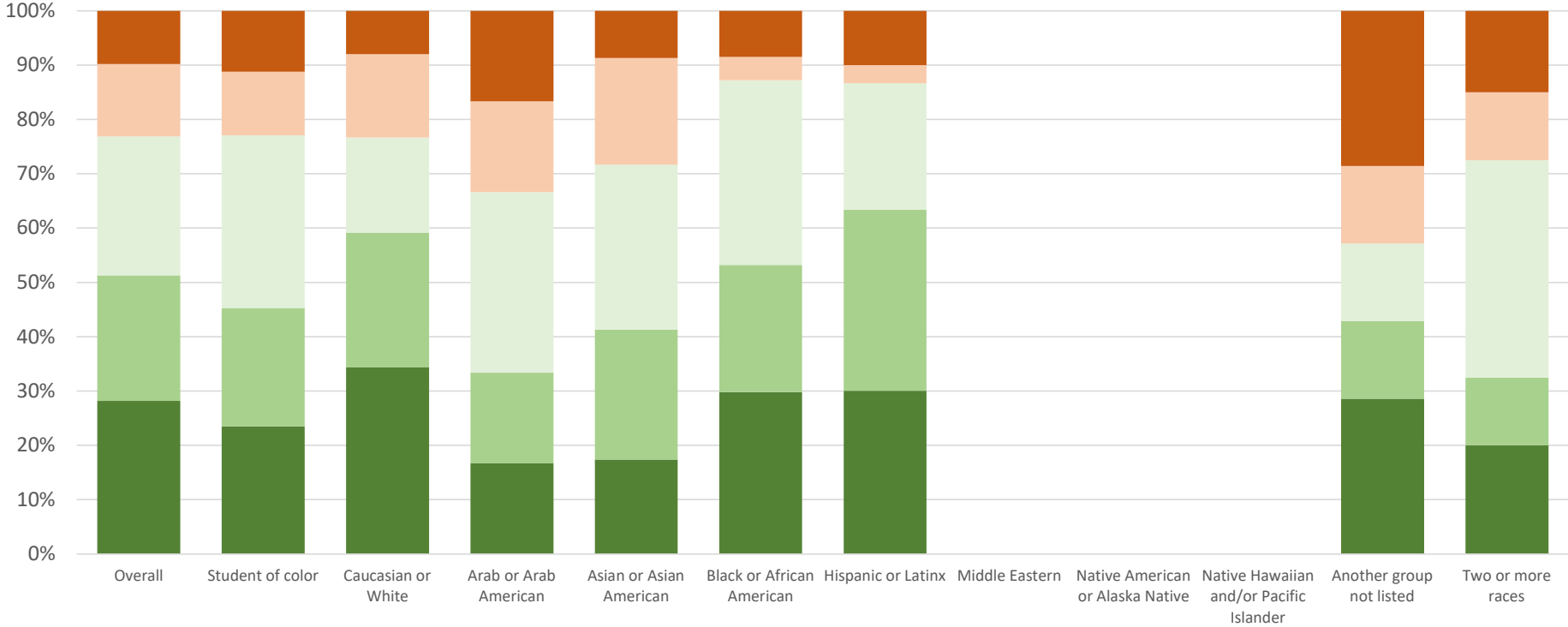
Note: If number of responders was <6, data not shown

Students of color feel a lower sense of mattering at athletic events

EVENTS:
UMB athletic events

UNDERGRAD

"To what extent do you feel like you matter in college sporting events?"



■ 5=I strongly matter
 ■ 4=I mostly matter
 ■ 3=I somewhat matter
 ■ 2=I slightly matter
 ■ 1=I don't matter at all

Note: If number of responders was <6, data not shown

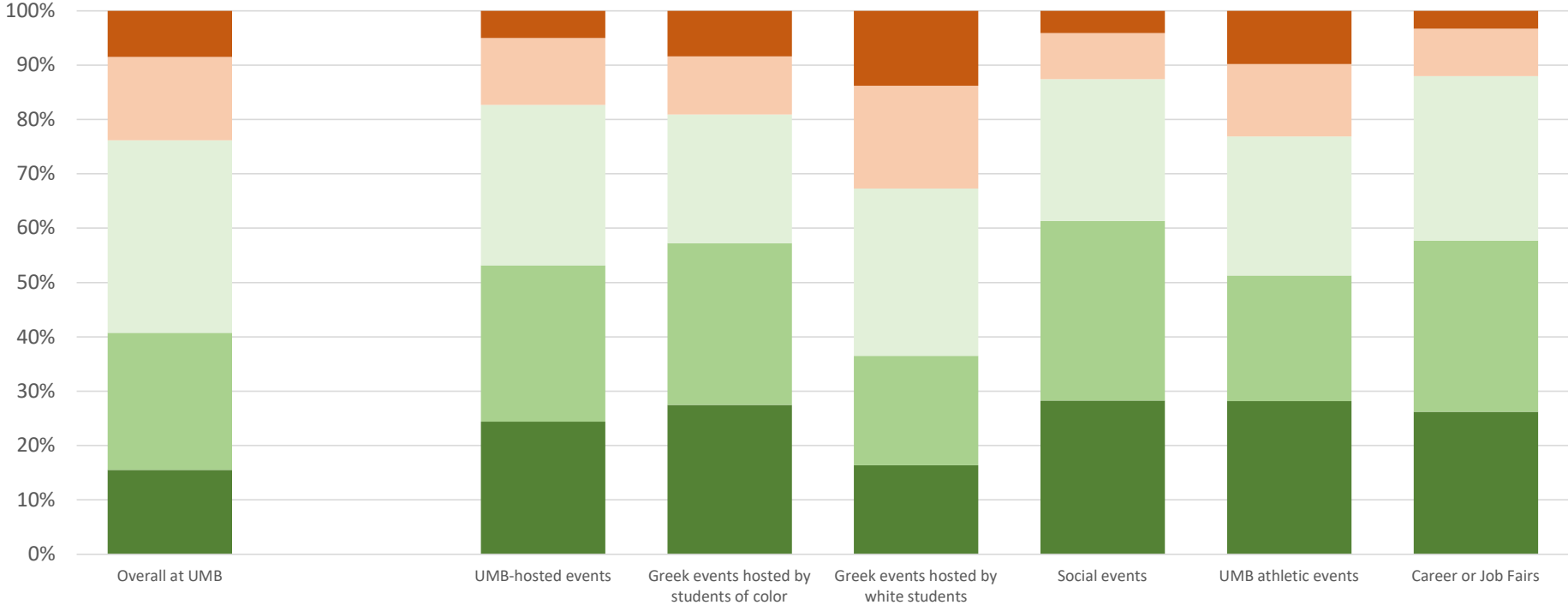


Sense of mattering is higher at events than overall at UMB

EVENTS

UNDERGRAD

"To what extent do you feel like you matter at UMB?"



N= 2802 1322 131 159 898 316 508

5=I strongly matter 4=I mostly matter 3=I somewhat matter 2=I slightly matter 1=I don't matter at all

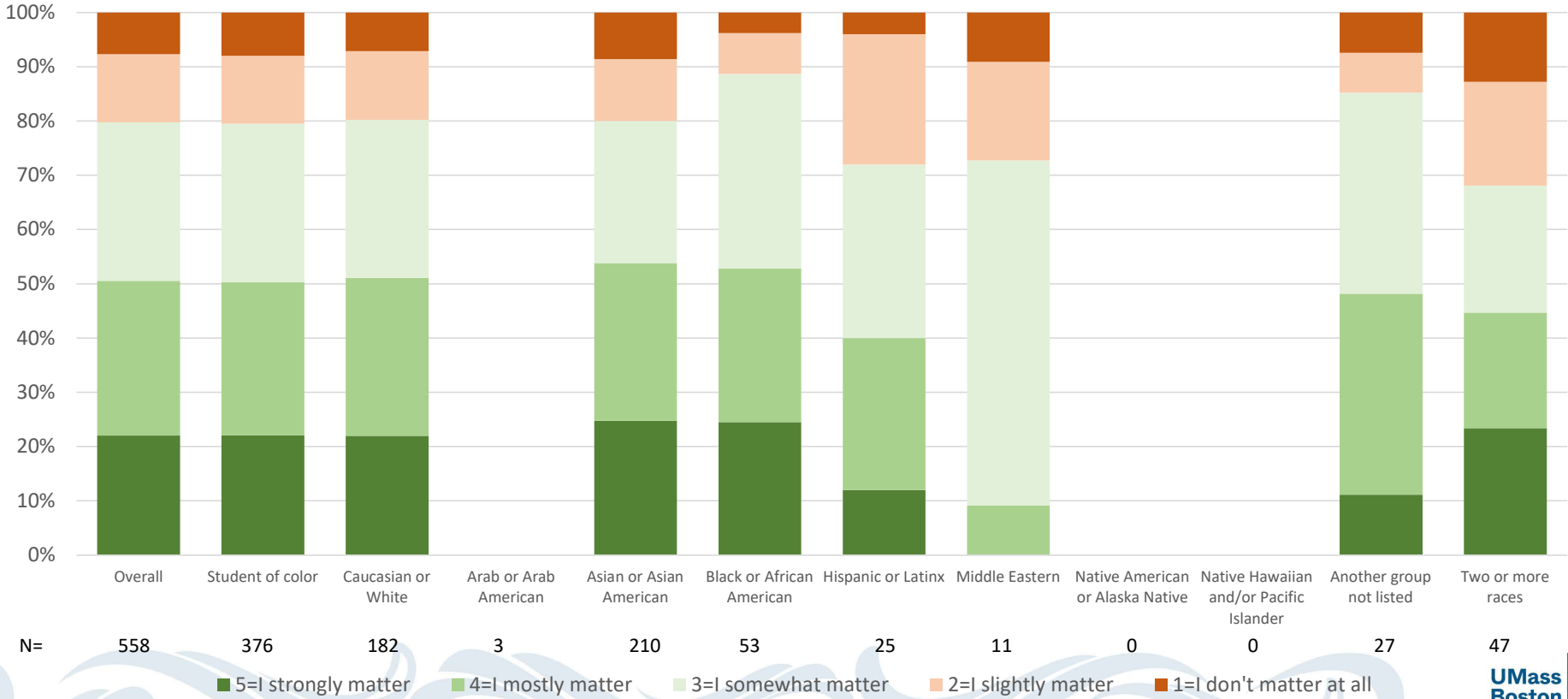
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51% of GRAD students feel that they strongly or mostly matter at UMB; there was minor variation by race

“Overall, to what extent do you feel like you matter at UMB?”

GRADUATE



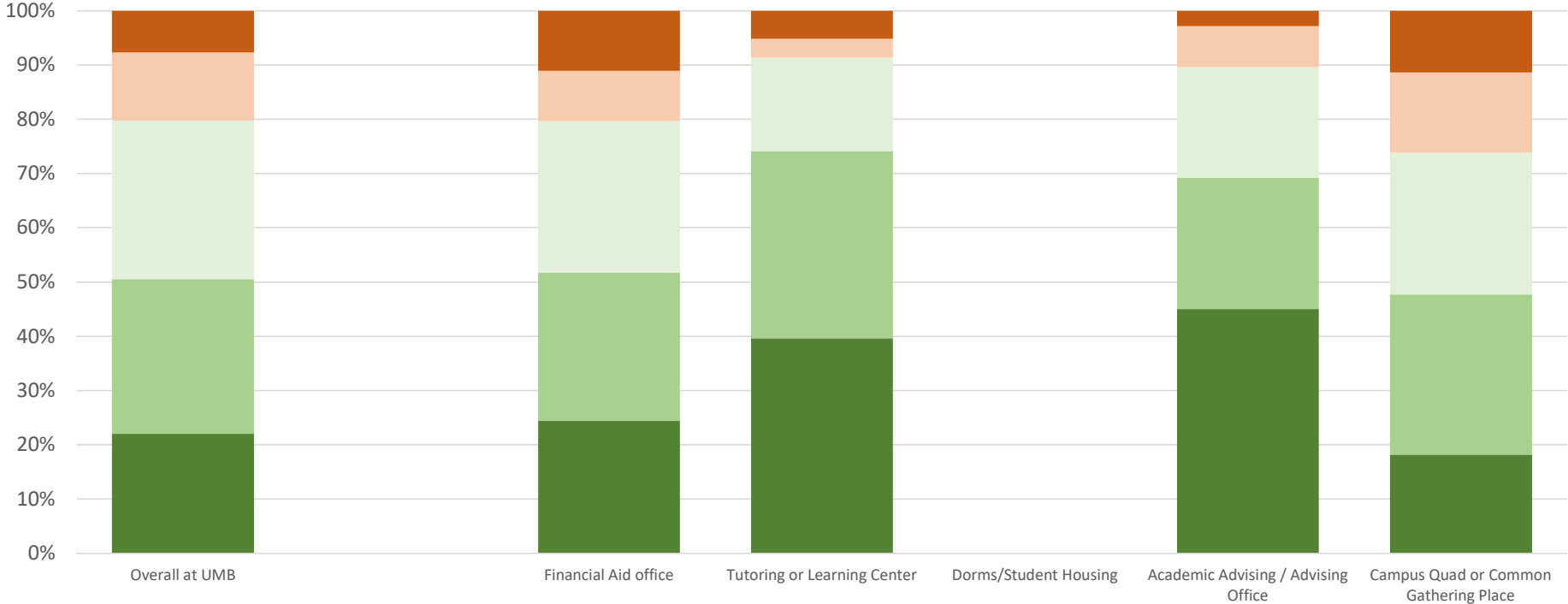
Note: If number of responders was <6, data not shown

Location-based mattering higher than generally at UMB; especially in tutoring and advising

LOCATIONS

GRADUATE

“Overall, to what extent do you feel like you matter at UMB?”



N= 558 172 58 211 88

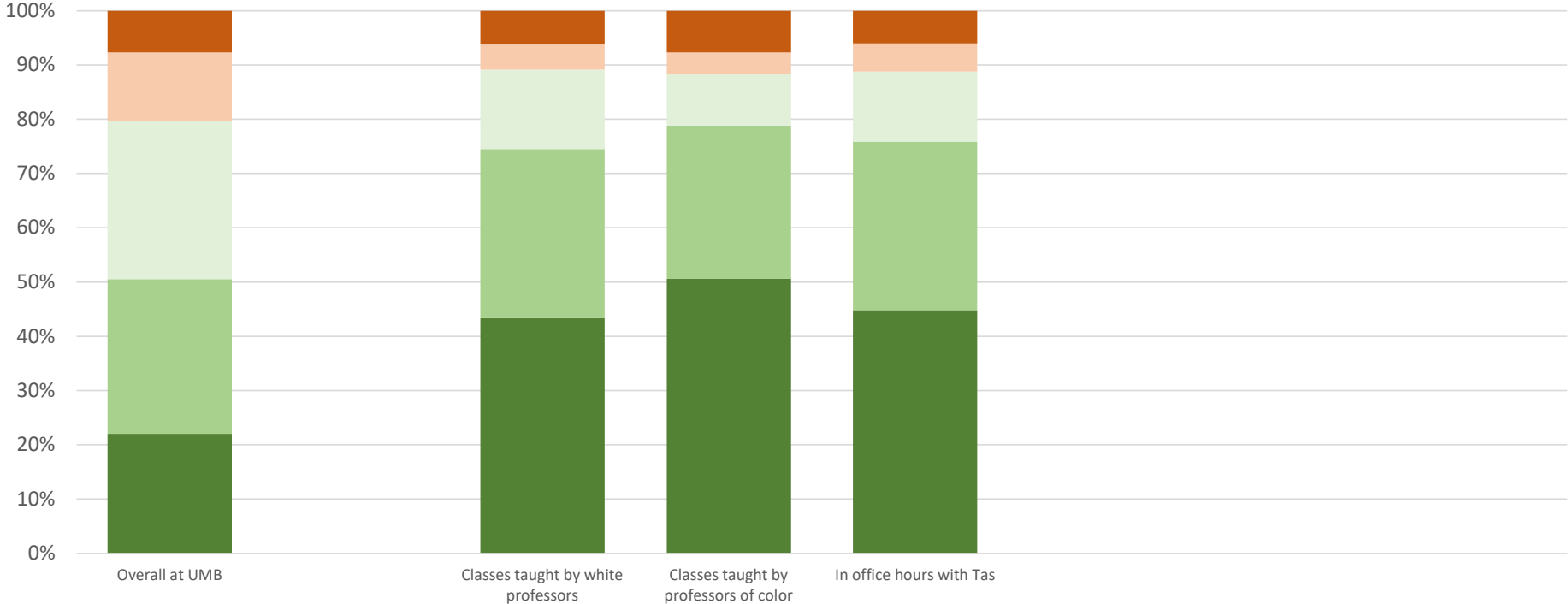
5=I strongly matter 4=I mostly matter 3=I somewhat matter 2=I slightly matter 1=I don't matter at all

Sense of mattering is high in classroom environments; especially in classes with professors of color

CLASSROOMS

GRADUATE

“To what extent do you feel like you matter at UMB?”



N= 558 369 326 116

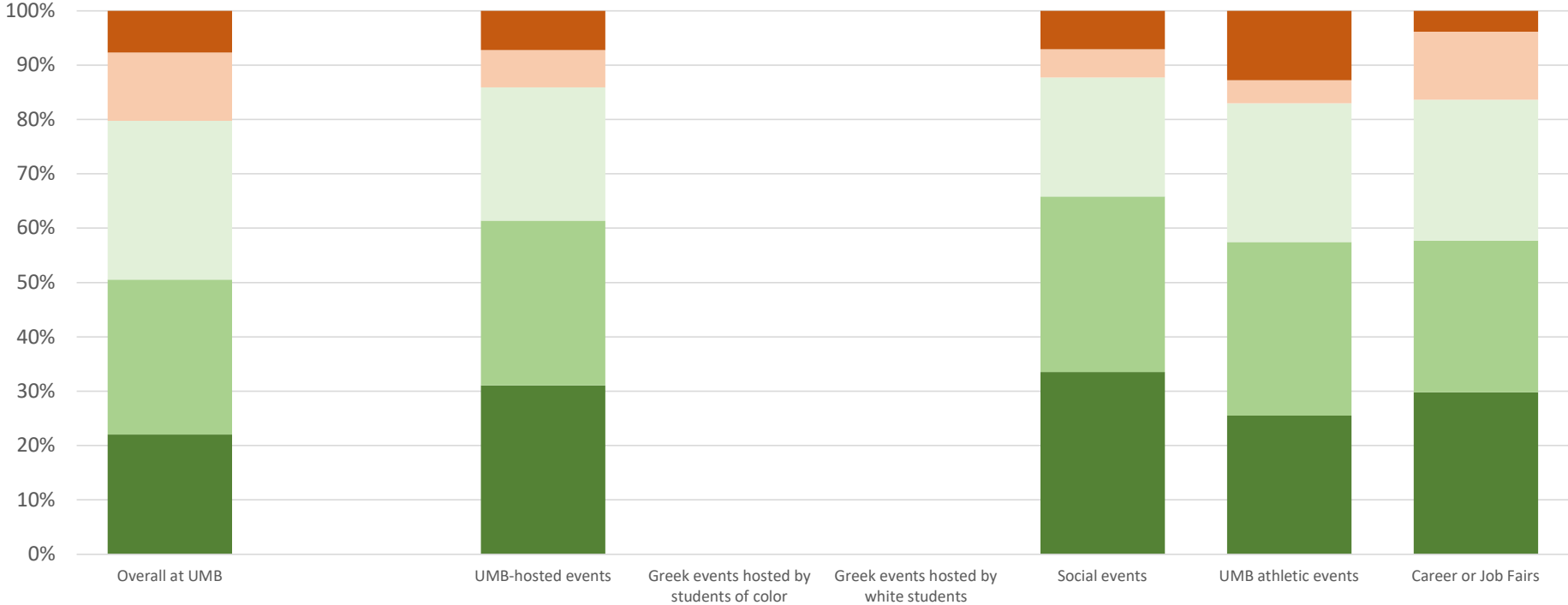
■ 5=I strongly matter
 ■ 4=I mostly matter
 ■ 3=I somewhat matter
 ■ 2=I slightly matter
 ■ 1=I don't matter at all

Sense of mattering is higher at events than overall at UMB

EVENTS

GRADUATE

“To what extent do you feel like you matter at UMB?”



N= 558

277

155

47

104

5=I strongly matter 4=I mostly matter 3=I somewhat matter 2=I slightly matter 1=I don't matter at all

Note: If number of responders was <6, data not shown



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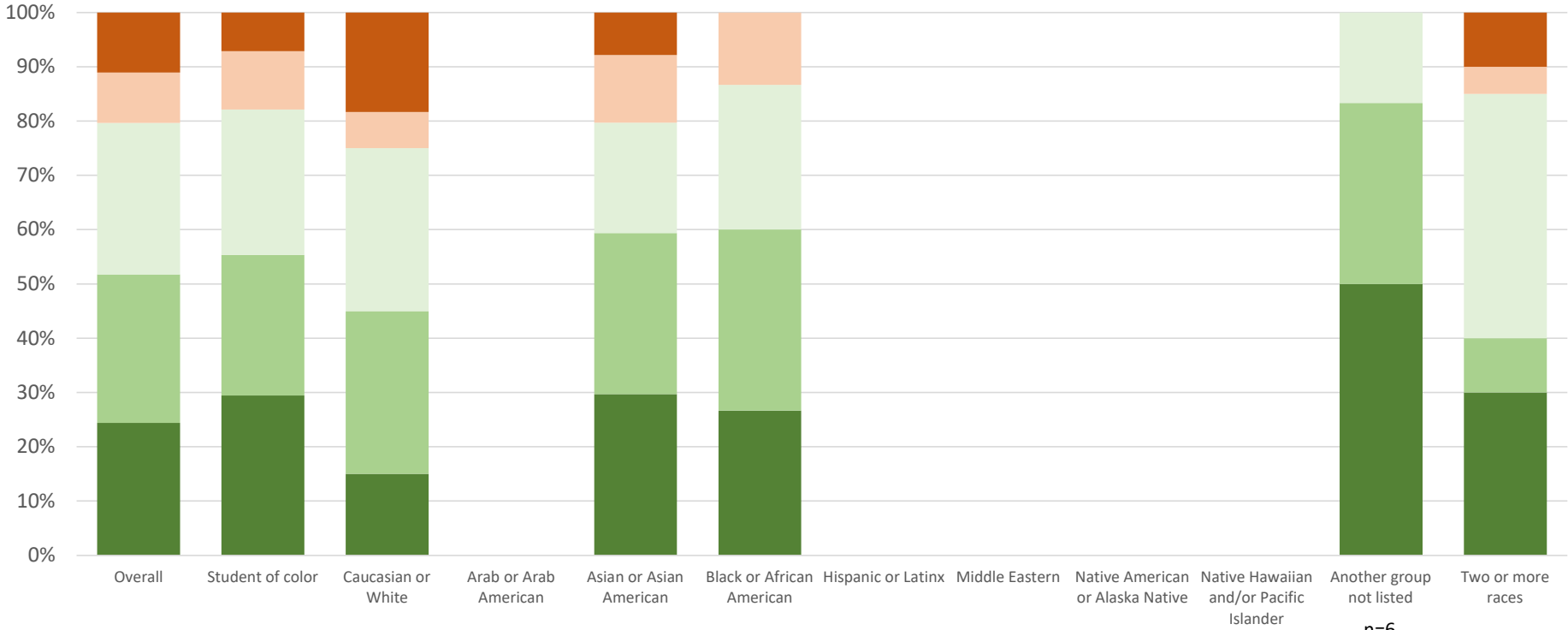
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52% feel they “matter” in the financial aid office

LOCATIONS:
Financial Aid Office

GRADUATE

“To what extent do you matter in: Financial Aid Office”



n=6

5=I strongly matter 4=I mostly matter 3=I somewhat matter 2=I slightly matter 1=I don't matter at all

Note: If number of responders was <6, data not shown

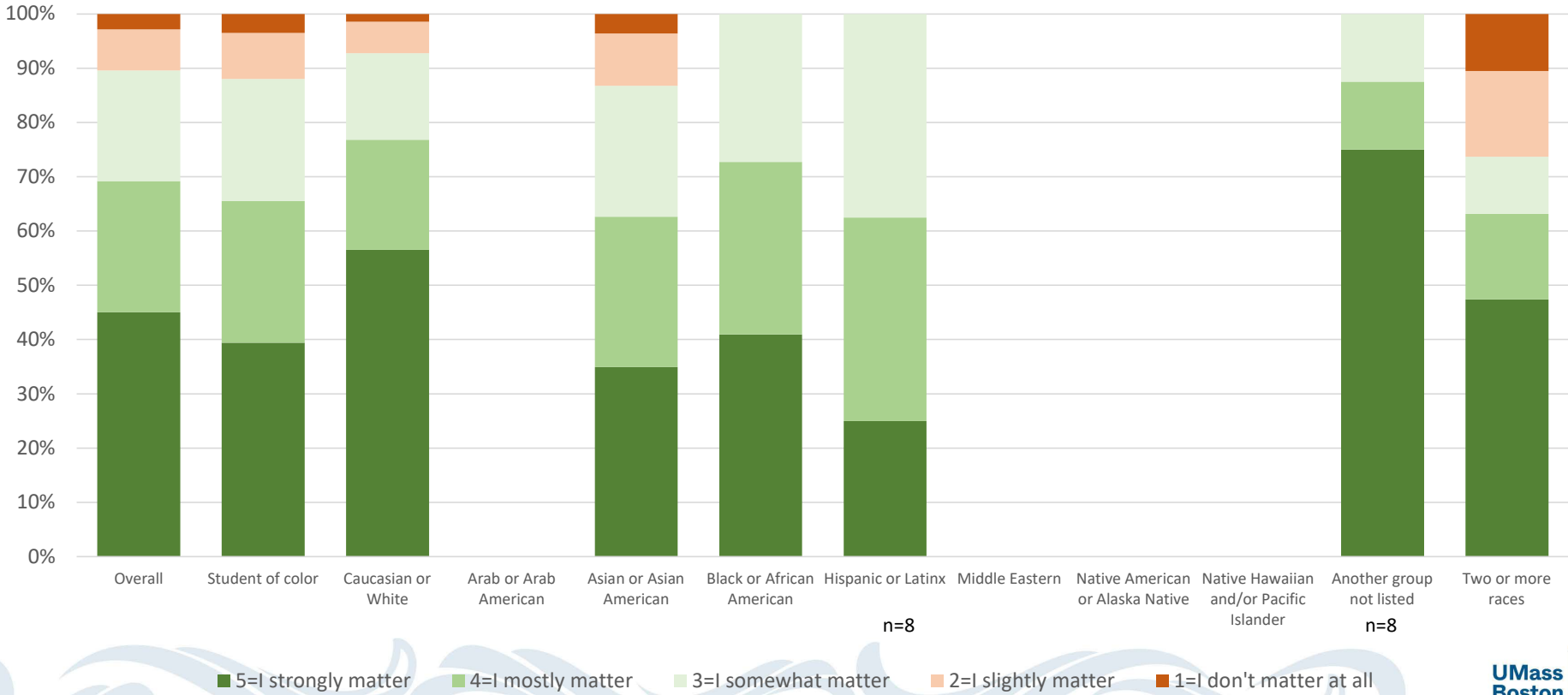


69% feel they “matter” in the advising office

LOCATIONS:
Advising Office

GRADUATE

“To what extent do you matter in: Academic Advising / Advising Office”



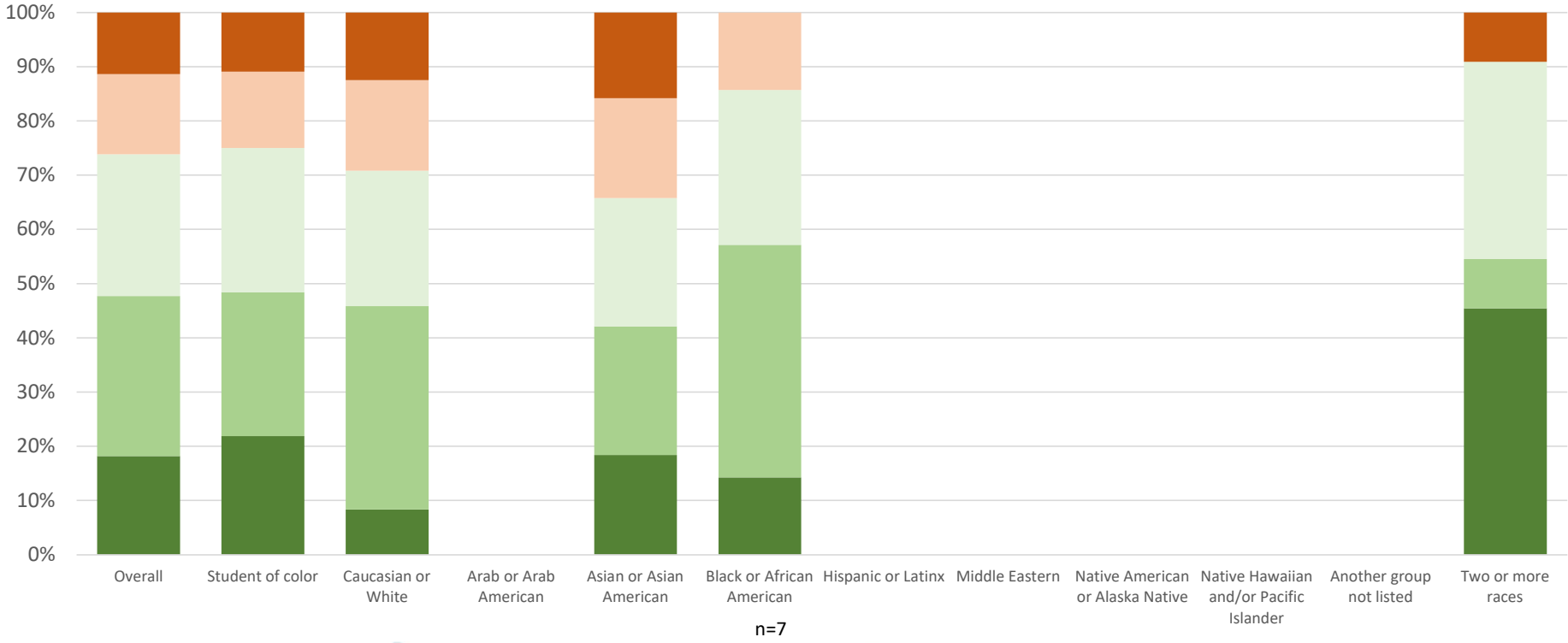
Note: If number of responders was <6, data not shown

48% feel they “matter” in the Campus Quad or Common Gathering Space

LOCATIONS:
Quad / Common Spaces

“To what extent do you matter in: Campus quad or common gathering space”

GRADUATE



n=7

5=I strongly matter 4=I mostly matter 3=I somewhat matter 2=I slightly matter 1=I don't matter at all

Note: If number of responders was <6, data not shown



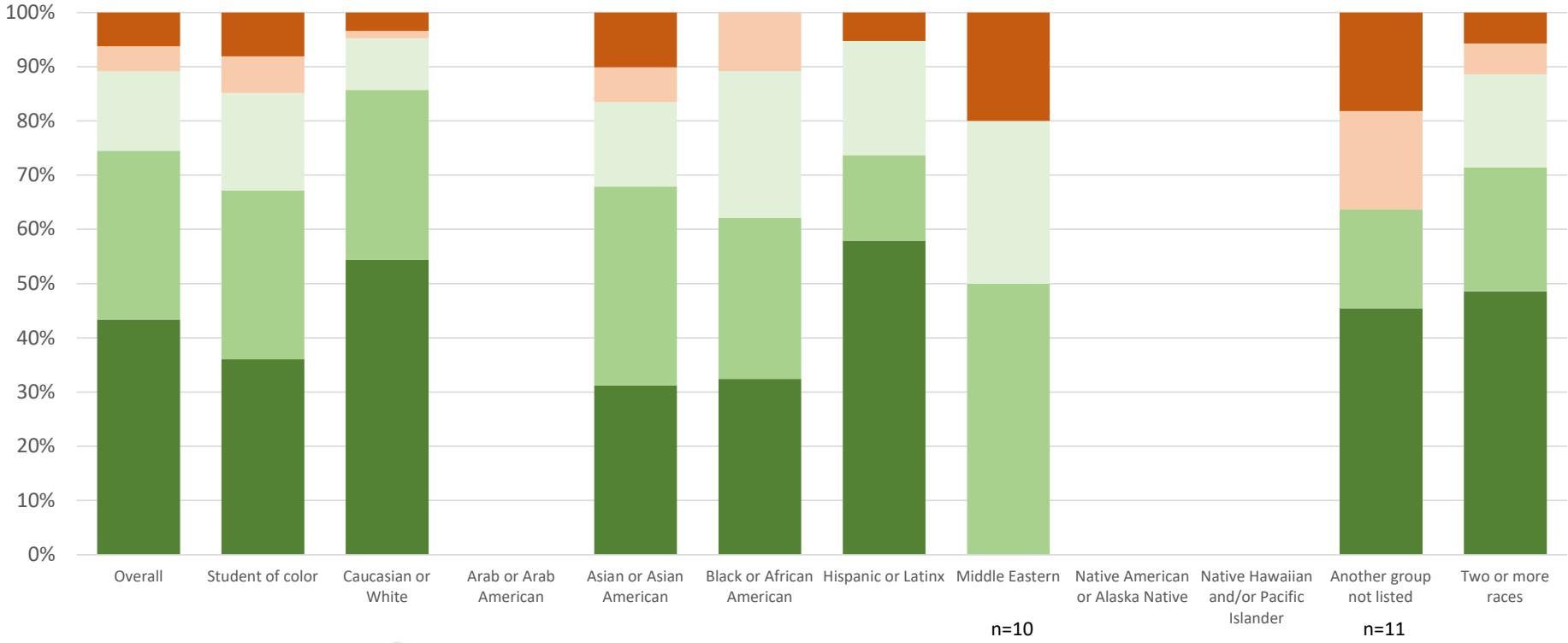
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Students of color feel a lower sense of mattering in courses taught by white professors

CLASSROOMS:
White professors

"To what extent do you feel like you matter in classes taught by white professors?" GRADUATE



n=10

n=11

5=I strongly matter 4=I mostly matter 3=I somewhat matter 2=I slightly matter 1=I don't matter at all

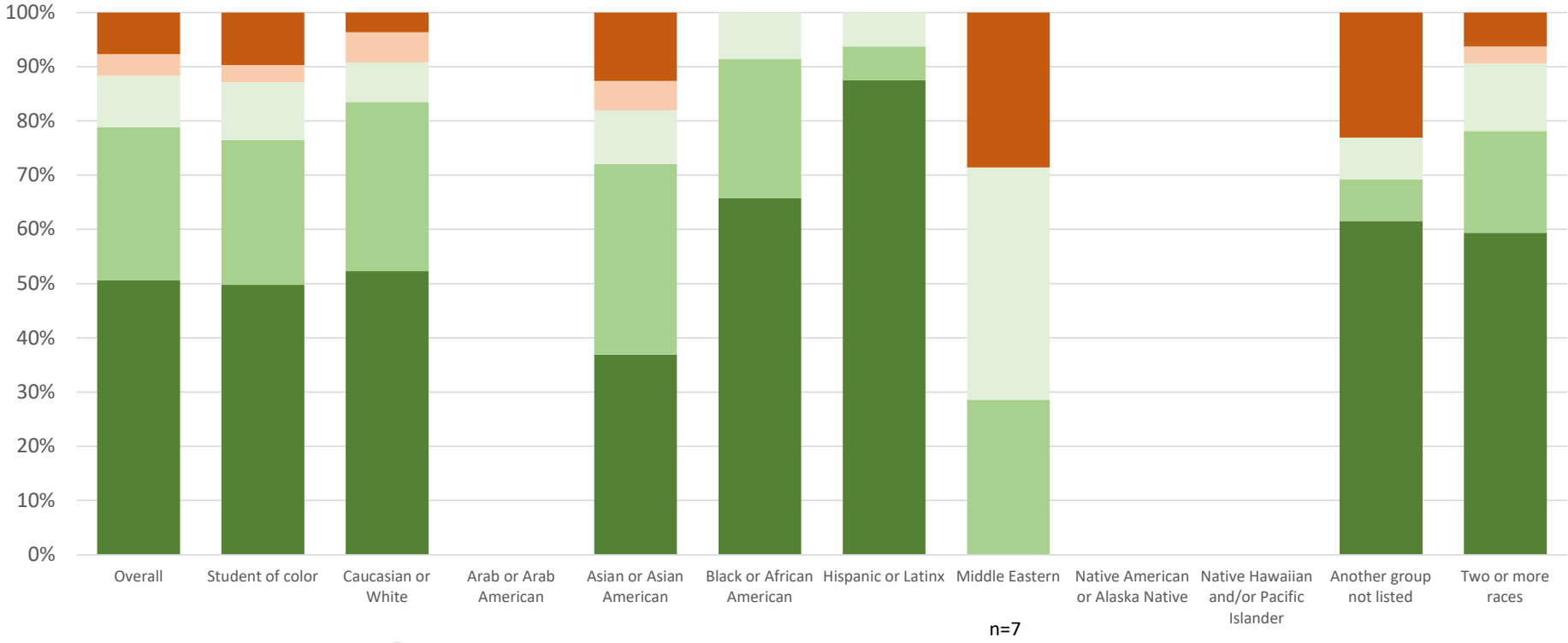
Note: If number of responders was <6, data not shown



Sense of mattering high in classes taught by faculty of color; lowest for Asian students

CLASSROOMS:
Professors of color

"To what extent do you feel like you matter in classes taught by professors of color?" **GRADUATE**



n=7

5=I strongly matter 4=I mostly matter 3=I somewhat matter 2=I slightly matter 1=I don't matter at all

Note: If number of responders was <6, data not shown



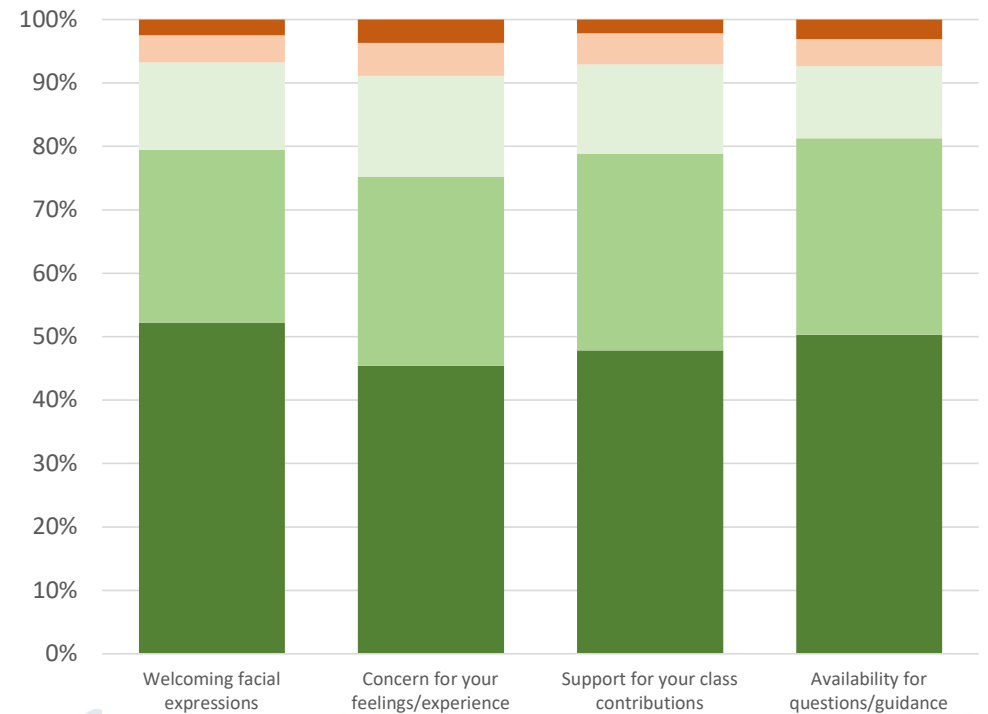
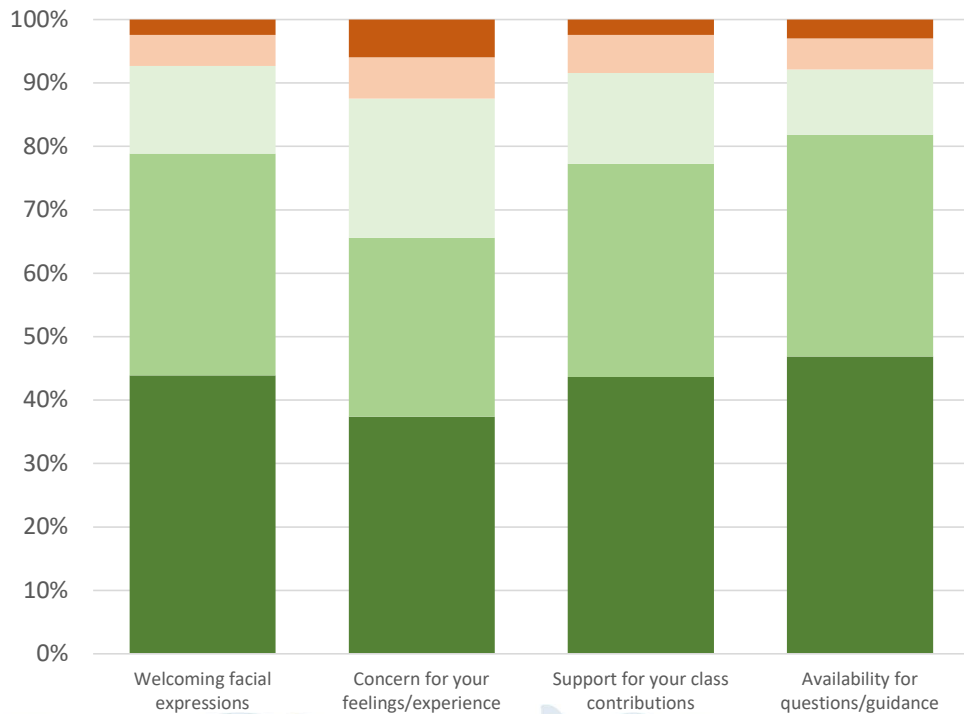
Expressions of mattering are experienced at high levels in classes with faculty of color

CLASSROOMS

GRADUATE

“How often have you experienced the following from WHITE PROFESSORS?”

“How often have you experienced the following from PROFESSORS OF COLOR?”

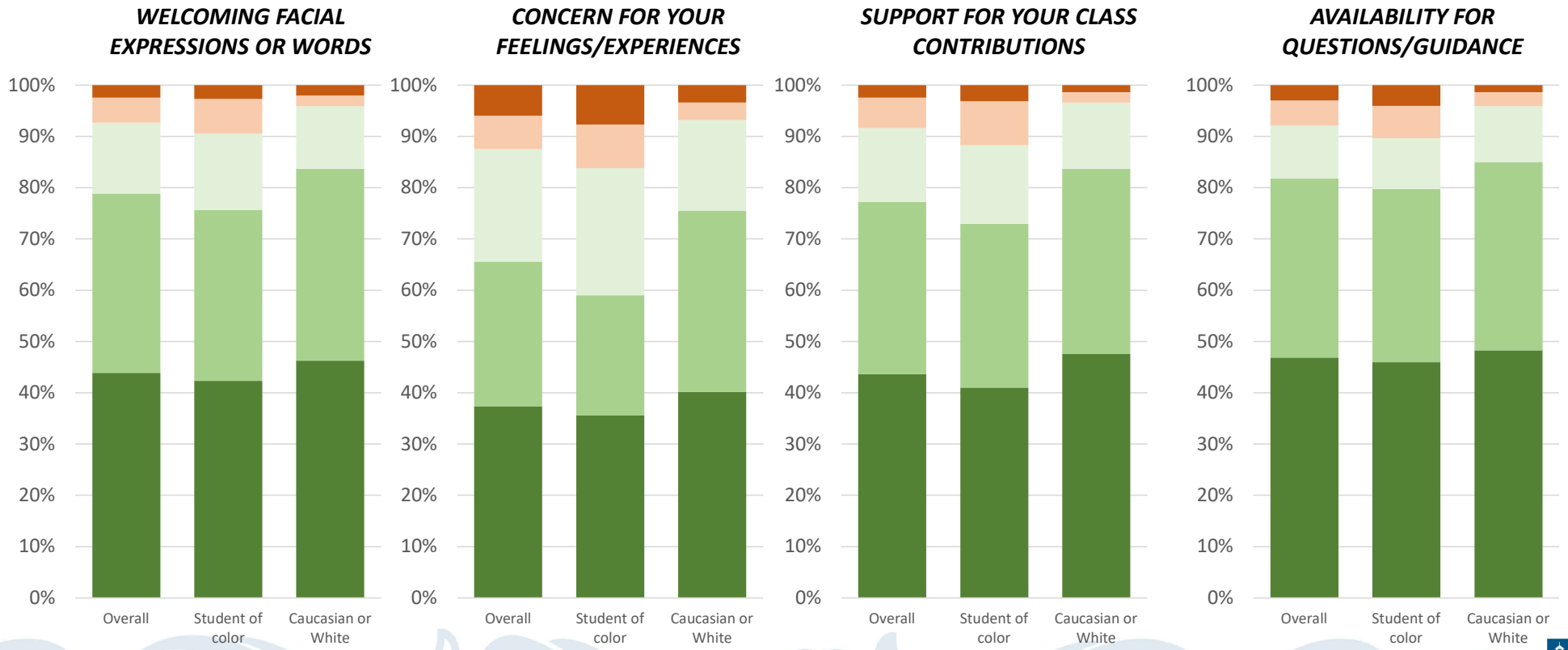


Expressions of mattering are experienced at high levels in classes with white faculty

CLASSROOMS:
White Professors

GRADUATE

“How often have you experienced the following from WHITE PROFESSORS?”



Expressions of mattering are experienced at high levels in classes with faculty of color

CLASSROOMS:
Professors of color

GRADUATE

“How often have you experienced the following from PROFESSORS OF COLOR?”

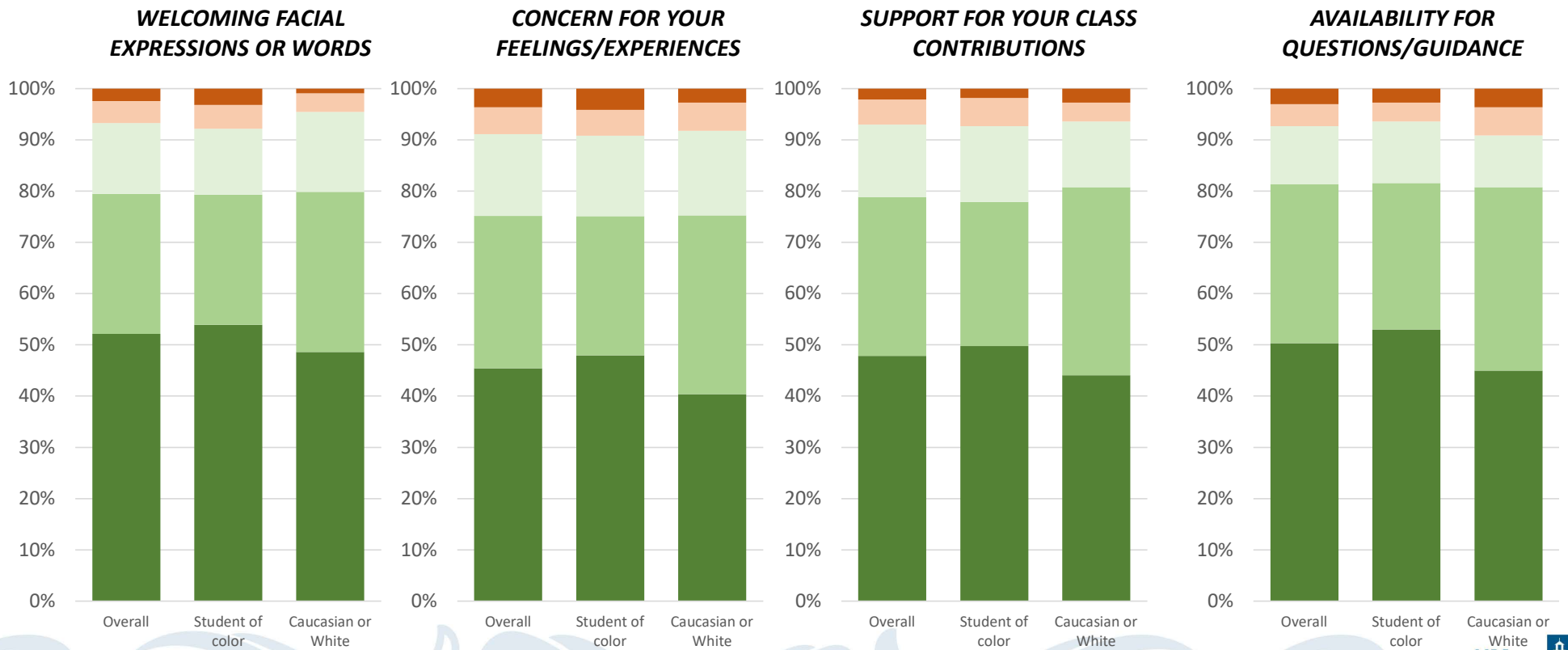


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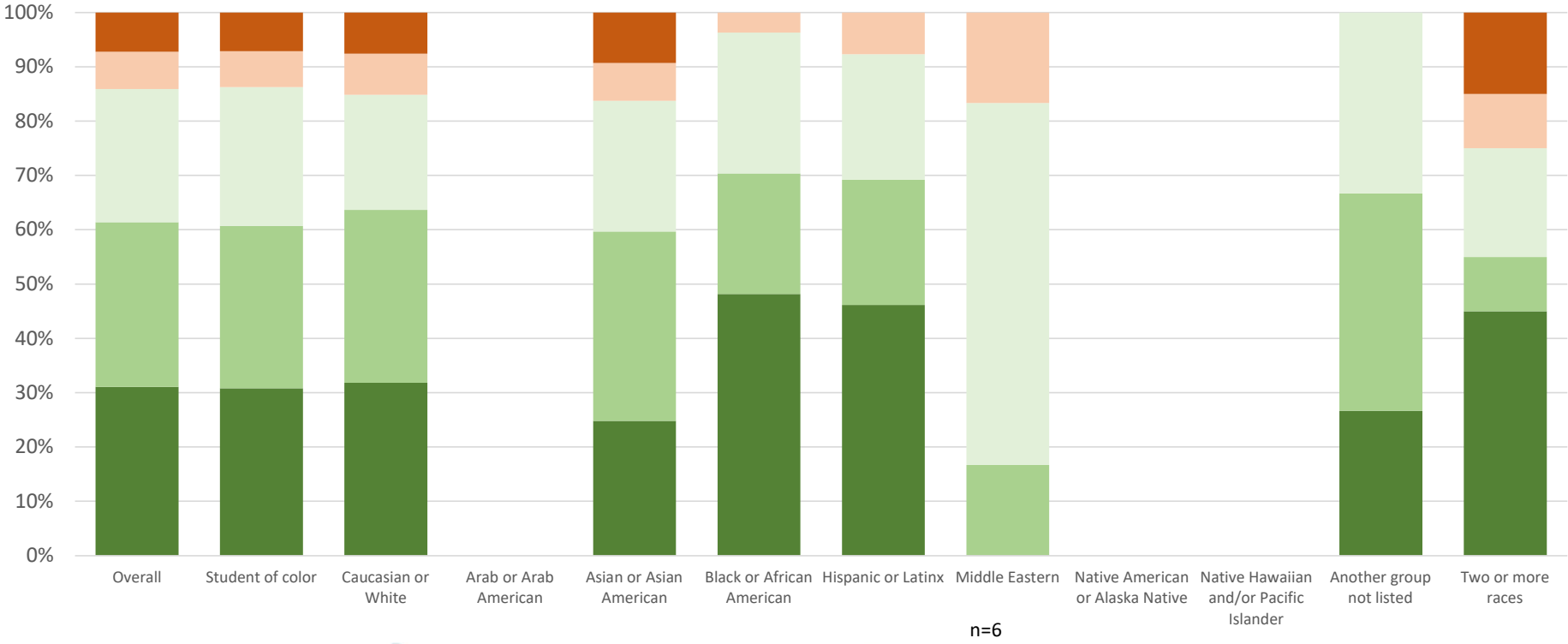
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61% feel they “matter” at UMB events

EVENTS:
UMB events

GRADUATE

“To what extent do you feel like you matter in events hosted by the school, departments, or campus organizations?”



n=6

5=I strongly matter 4=I mostly matter 3=I somewhat matter 2=I slightly matter 1=I don't matter at all

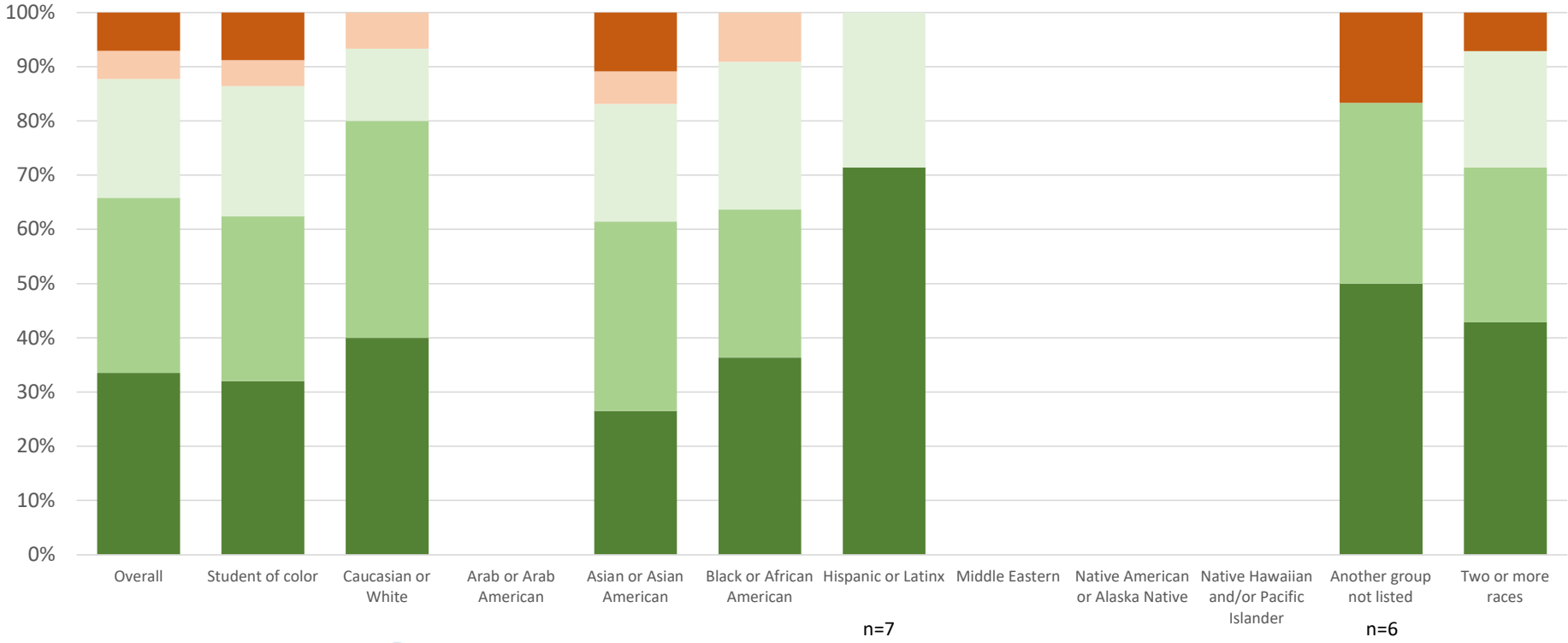
Note: If number of responders was <6, data not shown

66% feel they “matter” at social events

EVENTS:
Social events

GRADUATE

“To what extent do you feel like you matter in social events (parties or just hanging out)?”



n=7

n=6

5=I strongly matter 4=I mostly matter 3=I somewhat matter 2=I slightly matter 1=I don't matter at all

Note: If number of responders was <6, data not shown



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Five institutions were used for the peer comparison group

Institution	# of students	Carnegie classification	Location	AANAPISI
Metropolitan State University (MN)	5k-10k	Doctoral	Large City	Yes
Stockton University (NJ)	5k-10k	Masters	Suburb	
Texas Southern University	5k-10k	Doctoral	Large City	
University of Houston	>10k	Doctoral	Large City	Yes
University of Houston - Downtown	>10k	Masters	Large City	

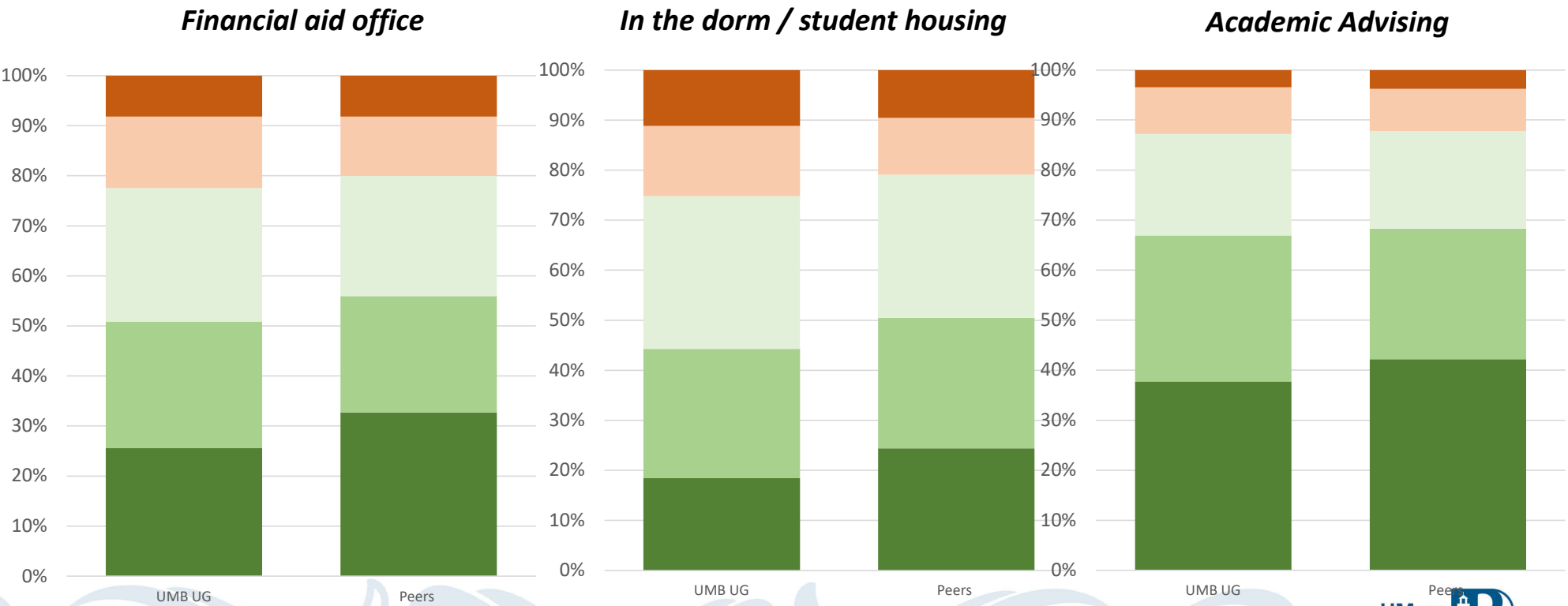


Feelings of mattering in campus locations are lower at UMB than at peer schools

LOCATIONS

UNDERGRAD

“To what extent do you feel like you matter at UMB in the following locations?”



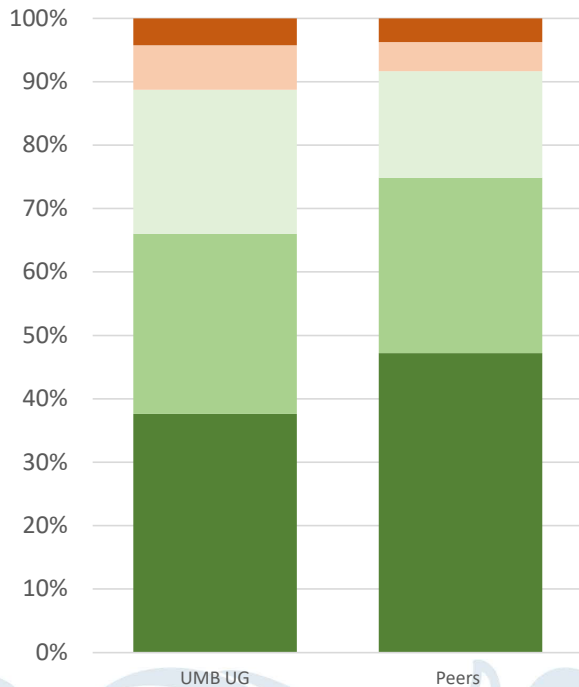
Feelings of mattering in classrooms are lower at UMB than at peer schools

CLASSROOMS

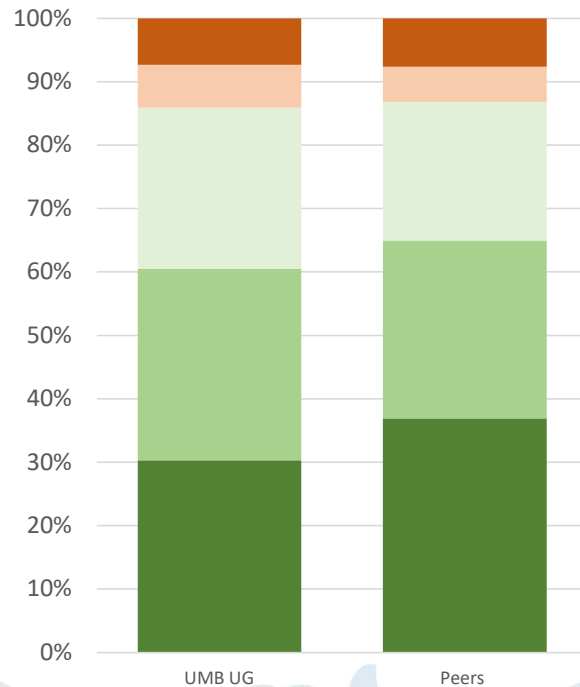
UNDERGRAD

“To what extent do you feel like you matter at UMB in classes?”

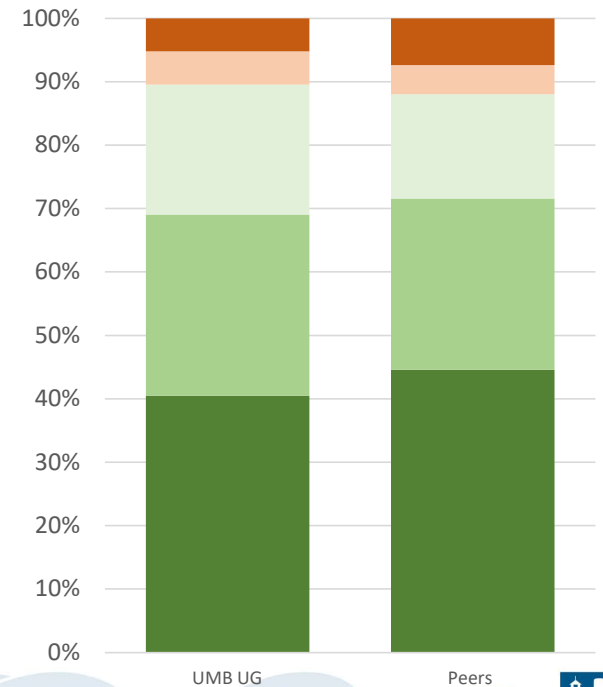
Classes in your major



Classes taught by white professors



Classes taught by professors of color



Feelings of mattering in at events are lower at UMB than at peer schools

EVENTS

UNDERGRAD

“To what extent do you feel like you matter at UMB at events?”

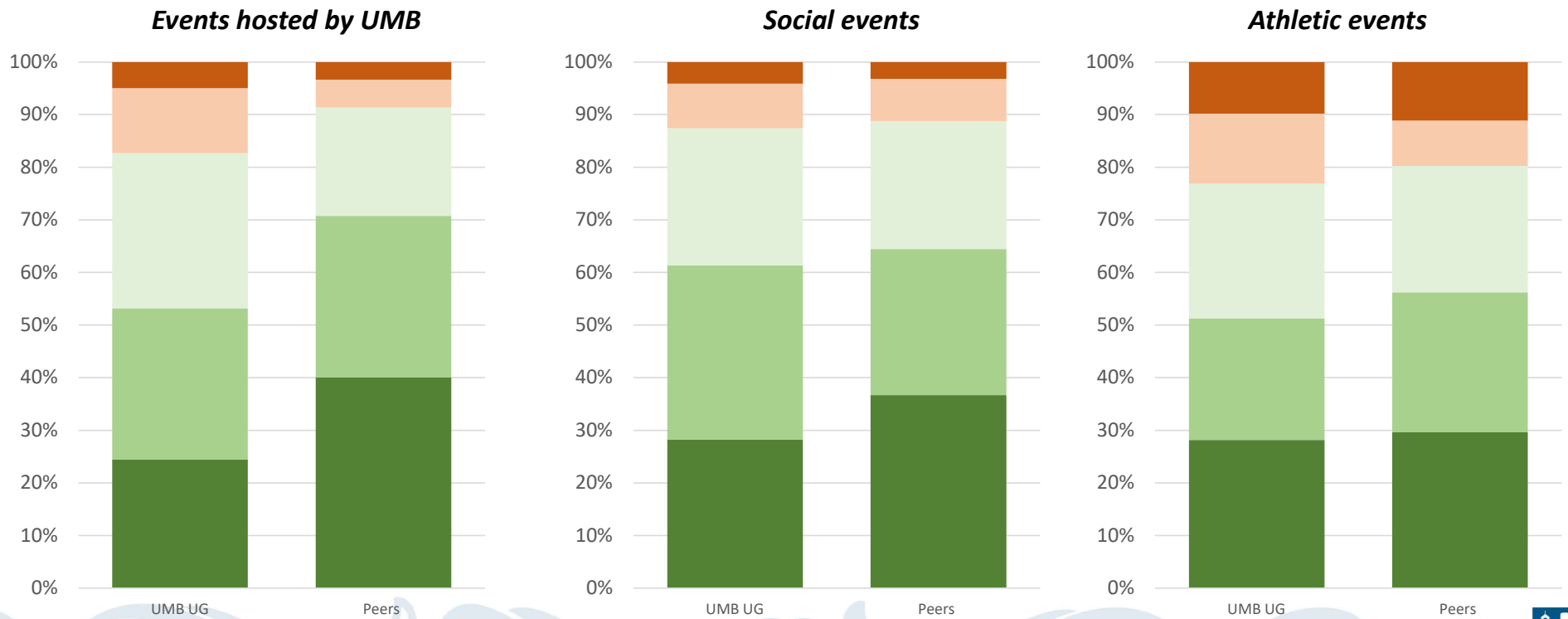


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USC recommended action items in 5 areas

1

Assess campus identity

- Assess whether a particular group seems to dominate the campus environment and whether any groups are excluded from taking part in the construction of the campus identity

In progress

- Conduct a public space audit to ensure that inclusive imagery surrounds students. Physically walk the halls, classrooms, and lab spaces with students and see these from their perspective.

Ongoing process

2

Build standards of inclusive teaching

- Have faculty regularly convene [for training] with professionals from centers for excellence in teaching and learning.
- They should discuss standards of inclusive teaching and ways to engage instructional personnel in developing culturally sustaining and affirming practices.
- Offer mini grants as incentives so faculty are encouraged to engage with inclusive instructional design methods.

3

Make data informed decisions

- Identify racial disparities in students' sense of mattering and their perception of faculty affirmation from the NACCC data, and prioritize support for student groups with the highest need.

USC recommended action items in 5 areas

1

Assess campus identity

- Assess whether a particular group seems to dominate the campus environment and whether any groups are excluded from taking part in the construction of the campus identity
- Conduct a public space audit to ensure that inclusive imagery surrounds students. Physically walk the halls, classrooms, and lab spaces with students and see these from their perspective.

2

Build standards of inclusive teaching

- Have faculty regularly convene [for training] with professionals from centers for excellence in teaching and learning.
- They should discuss standards of inclusive teaching and ways to engage instructional personnel in developing culturally sustaining and affirming practices.
- Offer mini grants as incentives so faculty are encouraged to engage with inclusive instructional design methods.

3

Make data informed decisions

- Identify racial disparities in students' sense of mattering and their perception of faculty affirmation from the NACCC data, and prioritize support for student groups with the highest need.

USC recommended action items in 5 areas

1

Assess campus identity

- Assess whether a particular group seems to dominate the campus environment and whether any groups are excluded from taking part in the construction of the campus identity
- Conduct a public space audit to ensure that inclusive imagery surrounds students. Physically walk the halls, classrooms, and lab spaces with students and see these from their perspective.

2

Build standards of inclusive teaching

- Have faculty regularly convene [for training] with professionals from centers for excellence in teaching and learning.
- They should discuss standards of inclusive teaching and ways to engage instructional personnel in developing culturally sustaining and affirming practices.
- Offer mini grants as incentives so faculty are encouraged to engage with inclusive instructional design methods.

3

Make data informed decisions

- Identify racial disparities in students' sense of mattering and their perception of faculty affirmation from the NACCC data, and prioritize support for student groups with the highest need.

Ongoing process

USC recommended action items in 5 areas

4

Engage race consciousness in classroom practices

- Collaborate with institutional research (IR) or information technology (IT) department to track student retention and graduation data by demographics.

Complete, trying to get better

- Disaggregate student data along various axes, including, but not limited to, race, class, gender, first-generation college student status, etc., and share with faculty so that they know whom they are teaching

In process

5

Train staff for inclusive environments

Train staff across the departments of student affairs, auxiliary centers, and campus police and security in meaningful ways to cultivate inclusive environments.

- Provide a diversity, equity, and inclusiveness (DEI) training which explains and discusses implicit bias and microaggressions for staff annually. Each division and department should be encouraged to have their own training session for their staff.

Ensure staff have access to professional development funds and are encouraged to seek opportunities related to developing greater inclusion and equity skills.

USC recommended action items in 5 areas

4

Engage race consciousness in classroom practices

- Collaborate with institutional research (IR) or information technology (IT) department to track student retention and graduation data by demographics.
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Lots happening, we can get better

Keep an eye out for details about the November community session on Cross Racial Engagement

October 18, 2-3pm

- Mattering and Affirmation

November

- Cross Racial Engagement

February

- Racial Learning and Literacy

March

- Encounters with Racial Stress

April

- Appraisals of Institutional Commitment

May

- Impact of External Environments

Thank you!



APPENDIX



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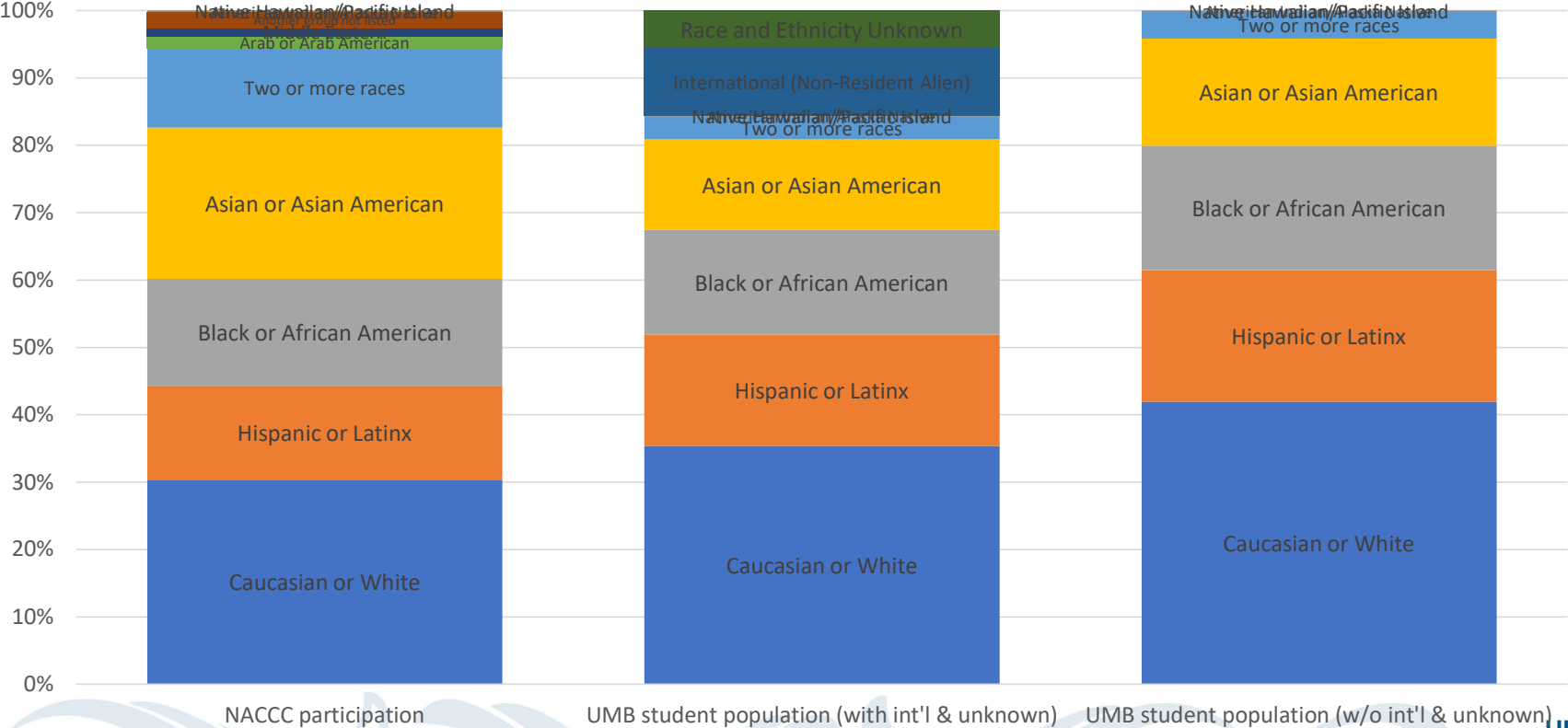
- Survey overview and participation
- Mattering and Affirmation - UNDERGRAD
- Mattering and Affirmation - GRAD
- Comparison to peers
- Recommendations and Next steps



Overall, NACCC survey participation was fairly representative of UMB's student population

Percent of all students

UG + GRAD



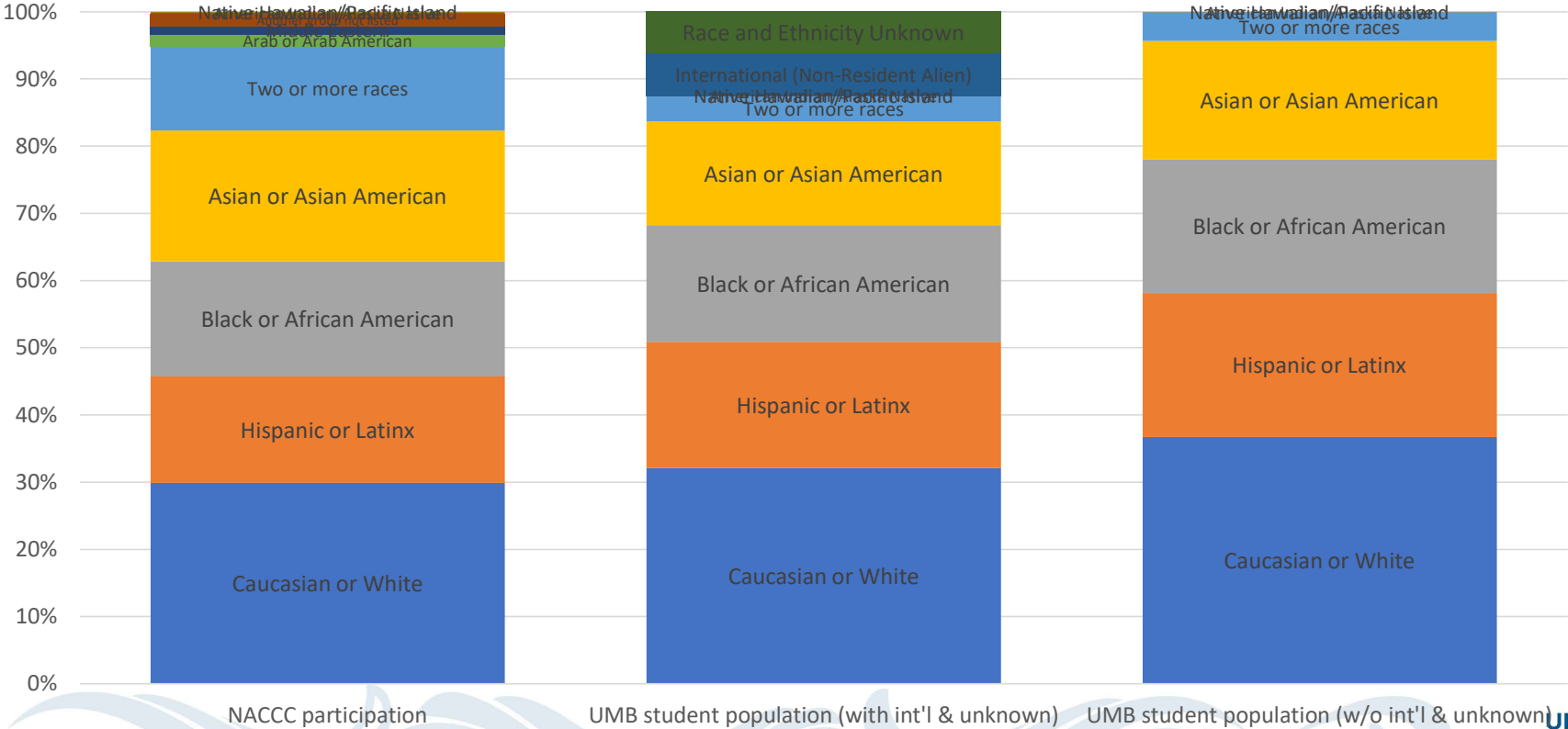
Note: Includes all UMB population from Fall 2022



At the undergrad level, participation mostly reflected UMB's student population

Percent of undergraduate students

UNDERGRAD

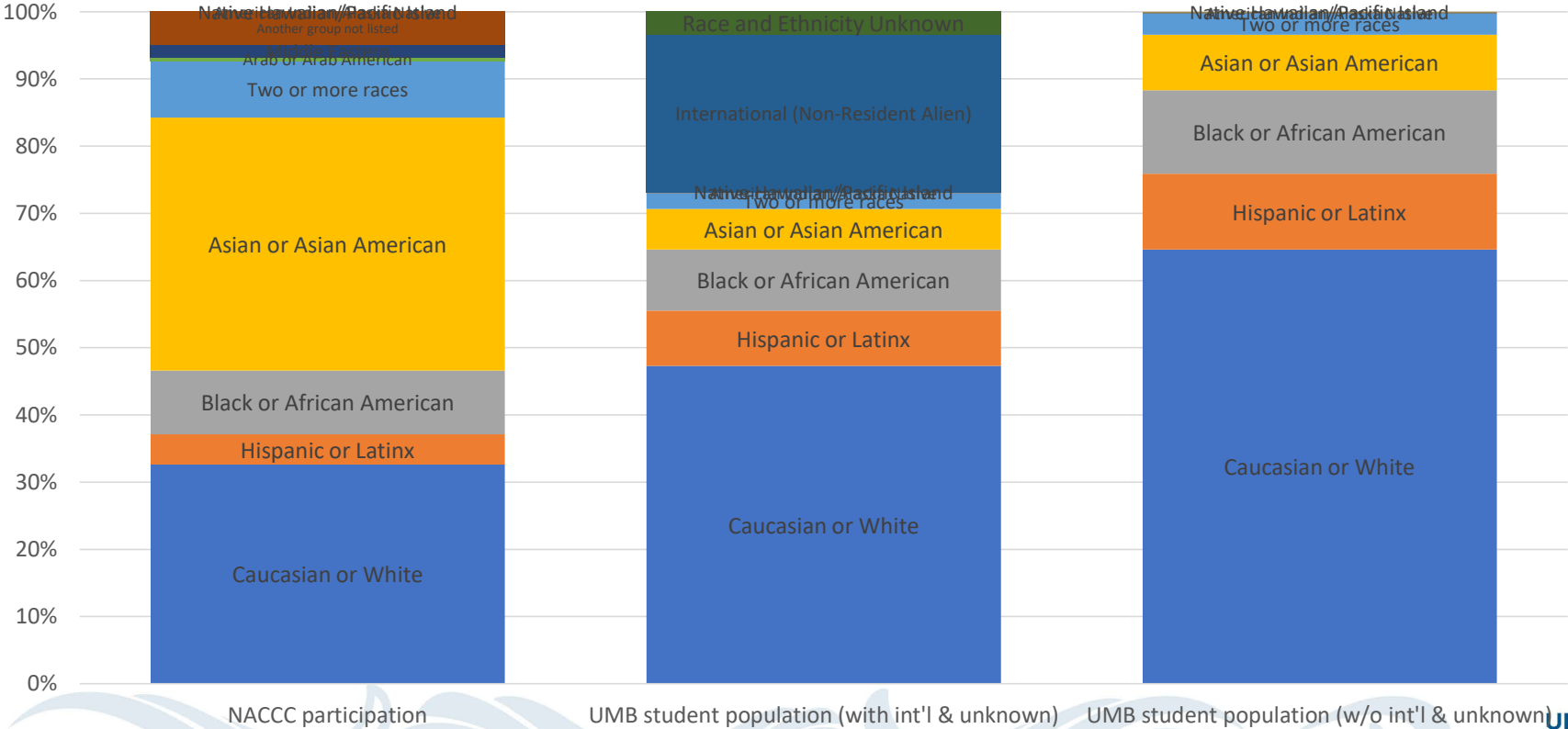


Note: Includes all UMB population from Fall 2022

At the graduate level, Asian students participated at a very high rate and white students at a low rate

Percent of graduate students

GRAD

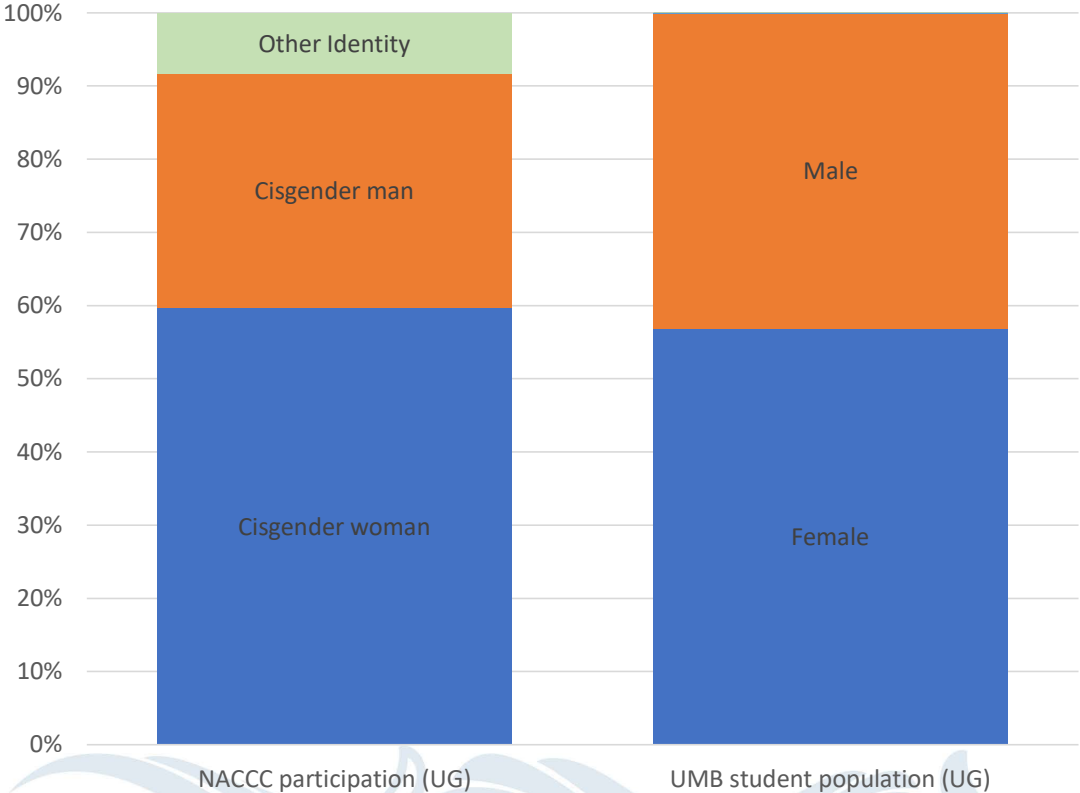


Note: Includes all UMB population from Fall 2022

At the undergrad level, participation by gender identity is generally representative of UMB population; cisgender women over-participated somewhat

UNDERGRAD

Percent of UG students



Notes

- NACCC survey uses different categories from UMB
- NACCC survey’s “Other Identity” category includes a parenthetical as follows:
 - “Other Identity (transgender, genderfluid, genderqueer, non-binary, or a gender identify not listed)”
- UMB includes an “Unspecified/X” category (2 UG students in Fall ‘22)

Note: Includes all UMB population from Fall 2022



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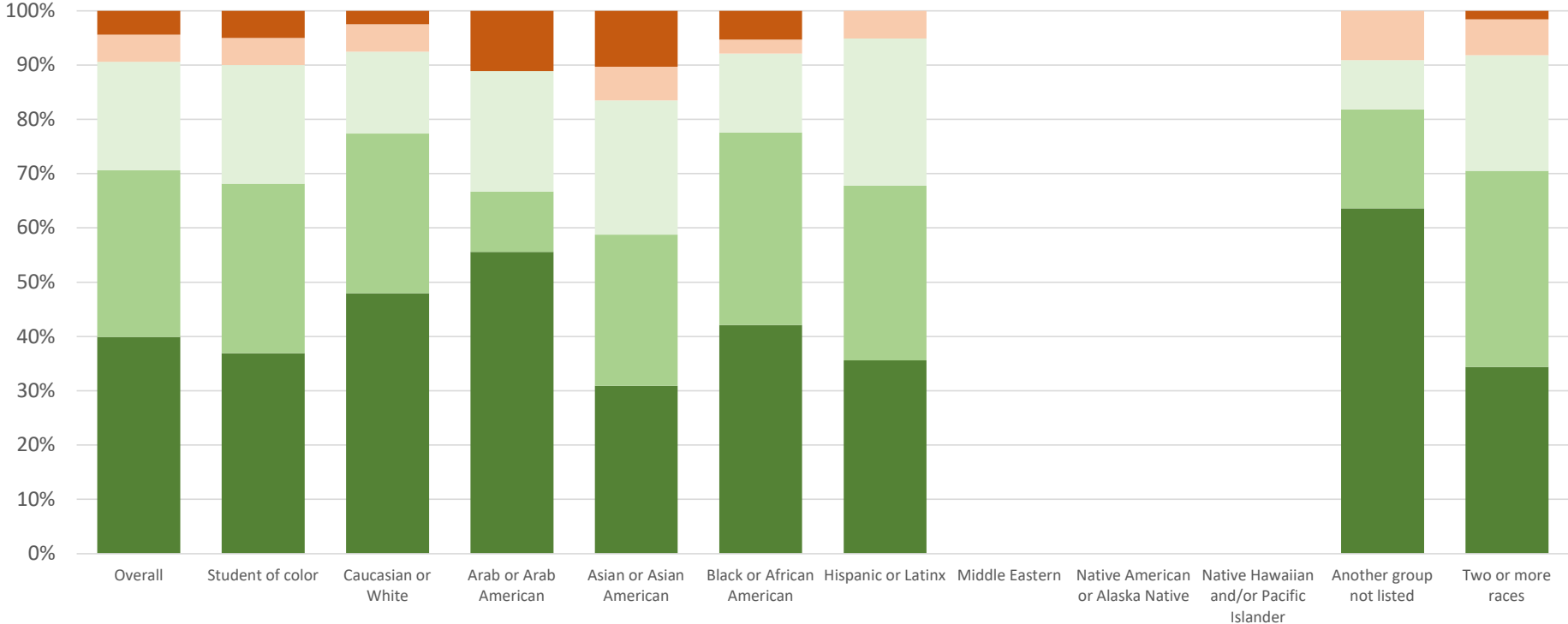
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Students of color feel a lower sense of mattering in office hours with TAs

CLASSROOMS:
Office hours with TAs

"To what extent do you feel like you matter in office hours with teaching assistants?" **UNDERGRAD**



5=I strongly matter 4=I mostly matter 3=I somewhat matter 2=I slightly matter 1=I don't matter at all

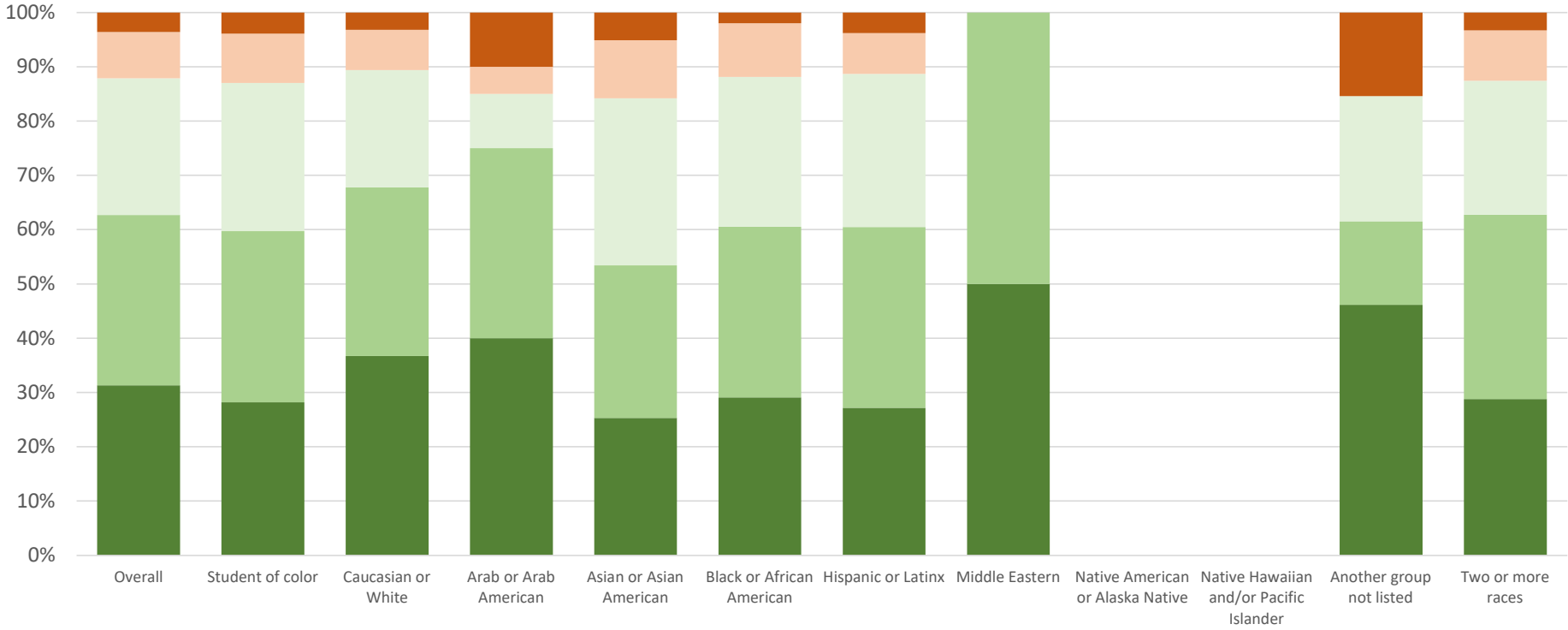
Note: If number of responders was <6, data not shown

Students of color feel a lower sense of mattering in classes outside of their major

CLASSROOMS:
Classes not in major

“To what extent do you feel like you matter in classes outside your major?”

UNDERGRAD



5=I strongly matter 4=I mostly matter 3=I somewhat matter 2=I slightly matter 1=I don't matter at all

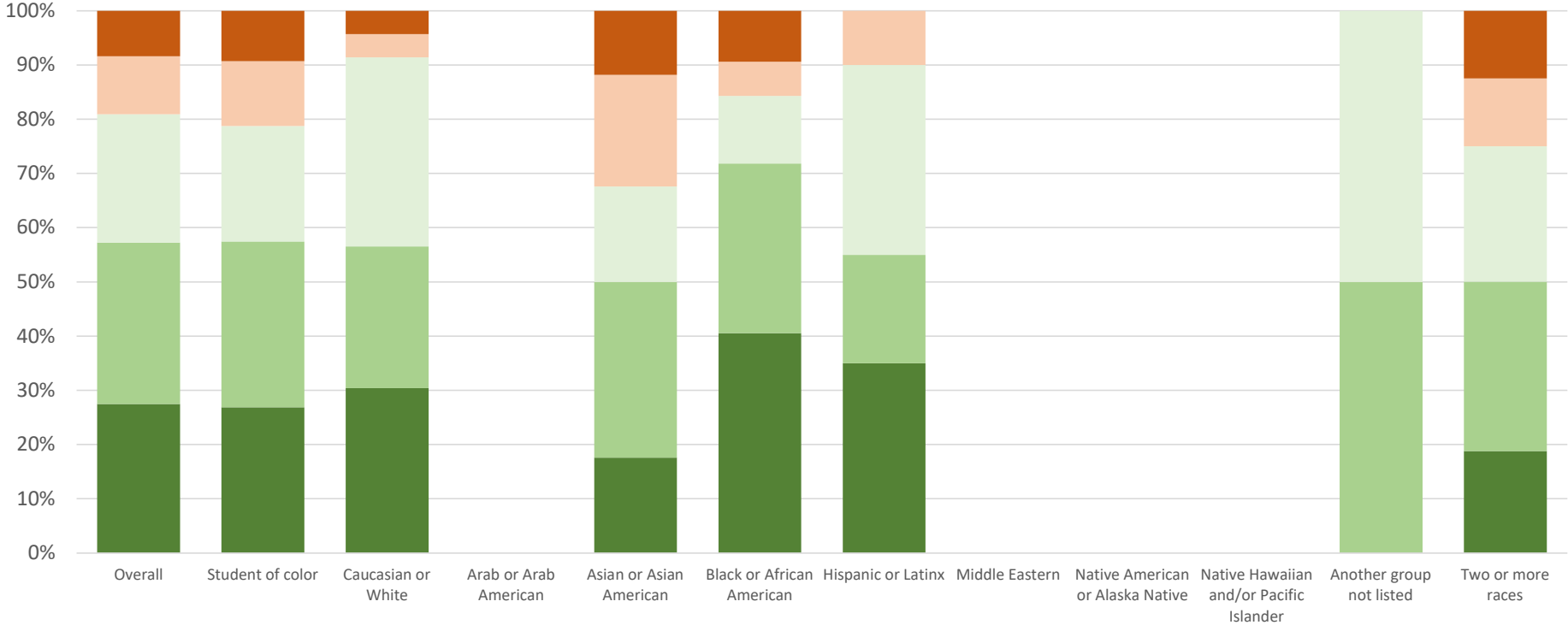
Note: If number of responders was <6, data not shown

Black students highest sense of mattering at mostly-SOC Greek events *(note: low N size)*

EVENTS:
Greek events with SOC

UNDERGRAD

"To what extent do you feel like you matter in events hosted sororities/fraternities that are mostly students of color?"



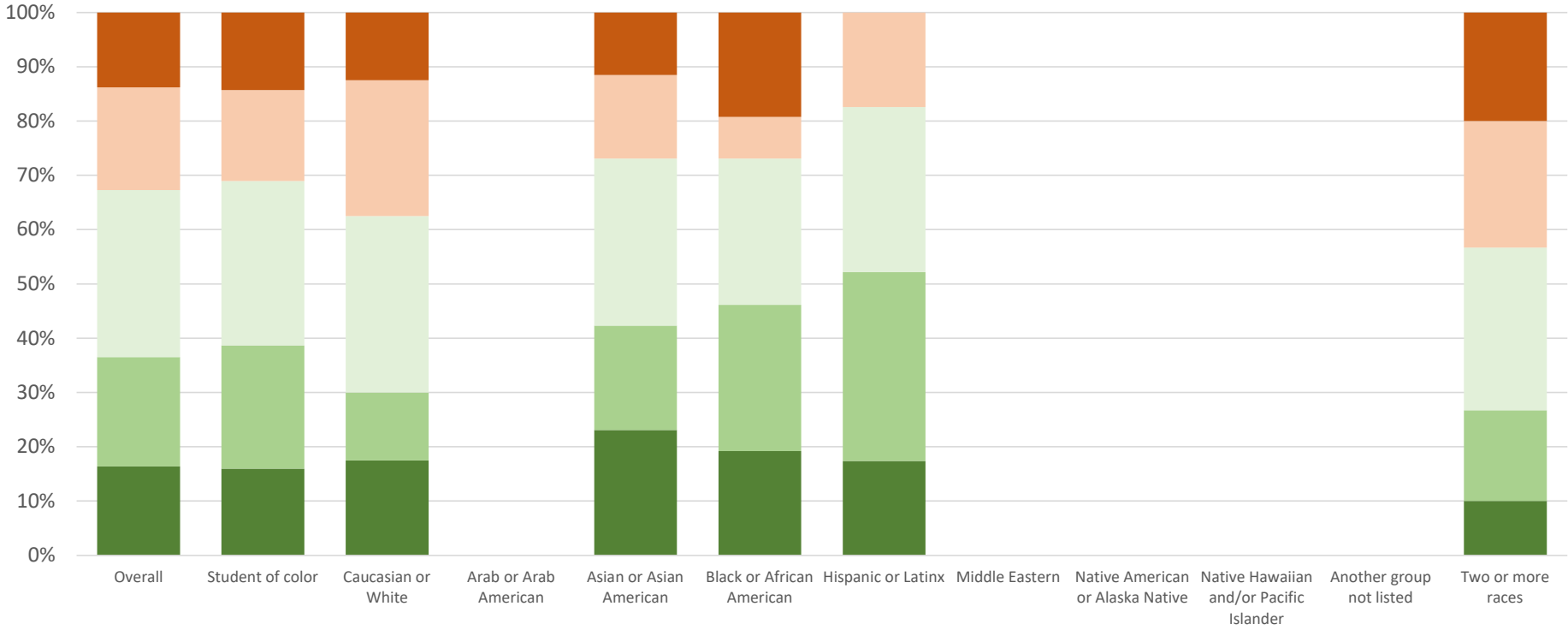
5=I strongly matter 4=I mostly matter 3=I somewhat matter 2=I slightly matter 1=I don't matter at all

Note: If number of responders was <6, data not shown

General low sense of mattering at mostly-white Greek events *(note: low N size)*

EVENTS:
Greek events w/ white students
UNDERGRAD

“To what extent do you feel like you matter in events hosted sororities/fraternities that are mostly Caucasian or white students?”



5=I strongly matter 4=I mostly matter 3=I somewhat matter 2=I slightly matter 1=I don't matter at all

Note: If number of responders was <6, data not shown

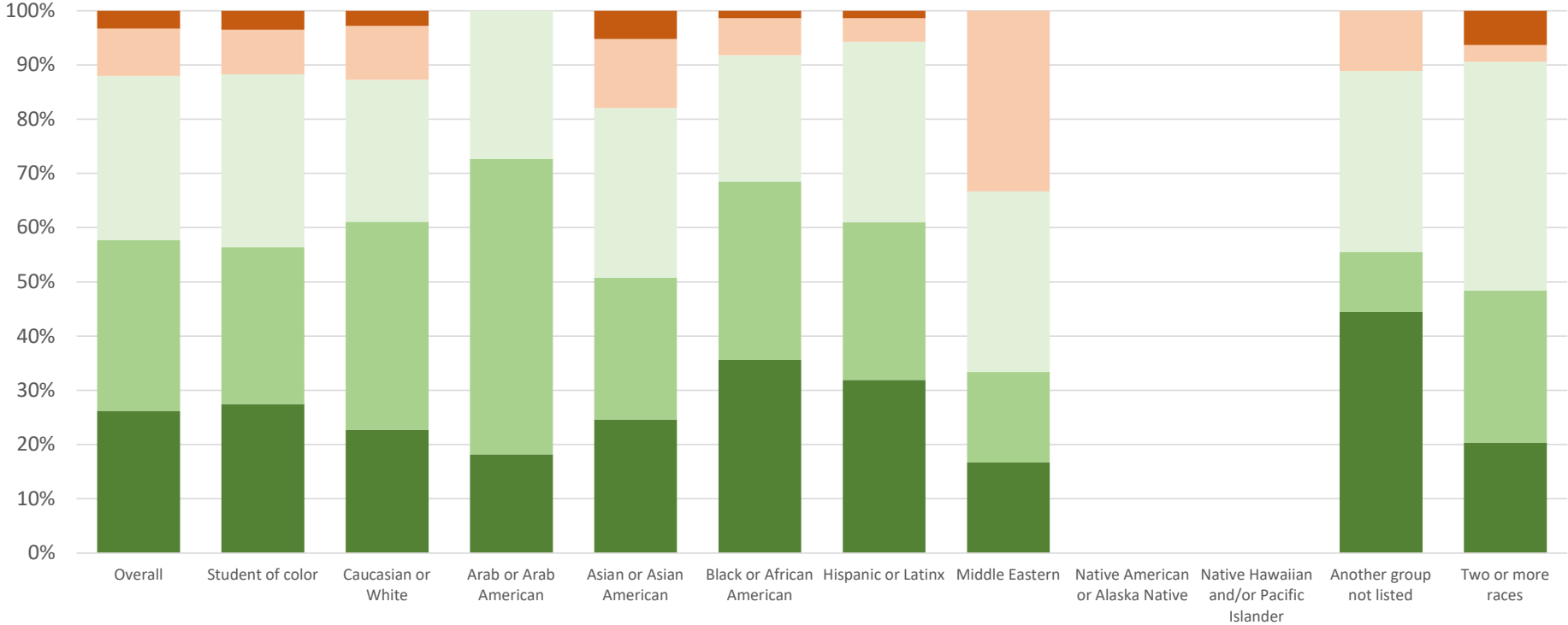


Students of color feel a higher sense of mattering at career and job fairs

EVENTS:
Career fairs

UNDERGRAD

"To what extent do you feel like you matter in career or job fairs?"



■ 5=I strongly matter
 ■ 4=I mostly matter
 ■ 3=I somewhat matter
 ■ 2=I slightly matter
 ■ 1=I don't matter at all

Note: If number of responders was <6, data not shown

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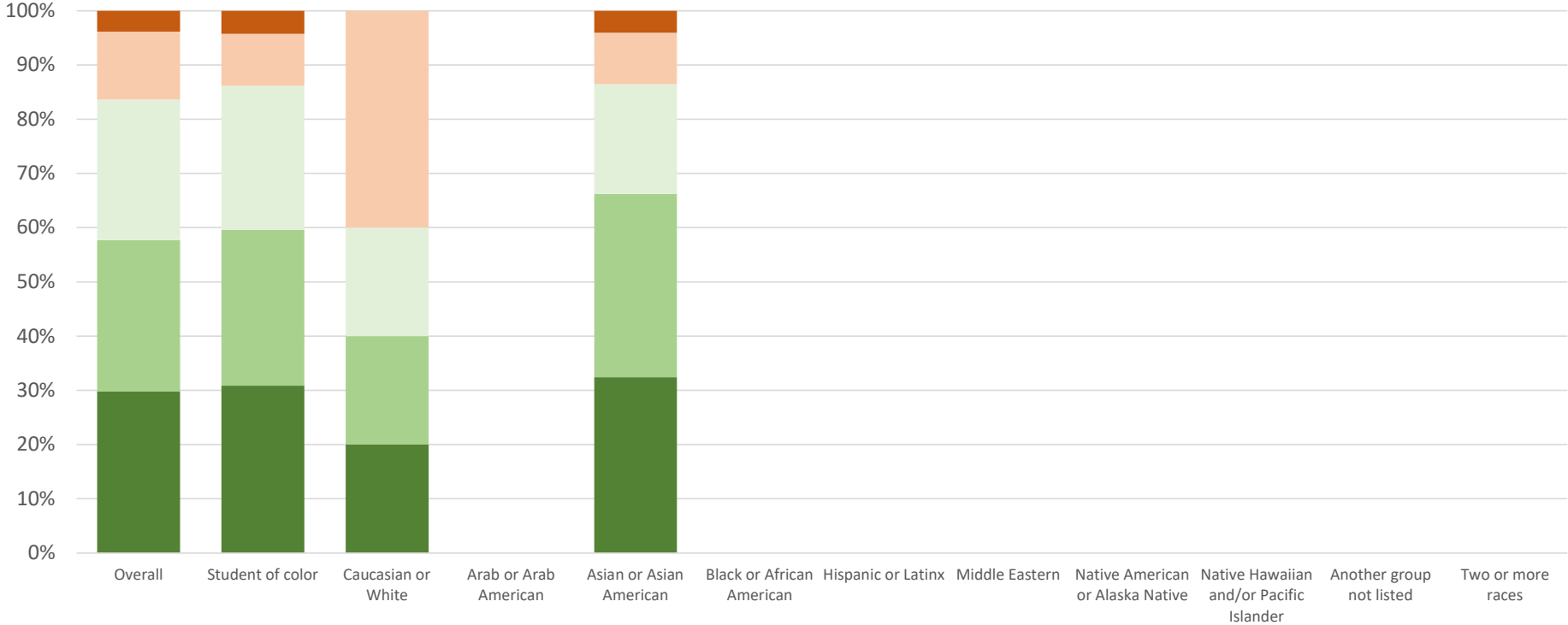


Students of color feel a higher sense of mattering at career and job fairs

EVENTS:
Career fairs

GRADUATE

"To what extent do you feel like you matter in career or job fairs?"



5=I strongly matter 4=I mostly matter 3=I somewhat matter 2=I slightly matter 1=I don't matter at all

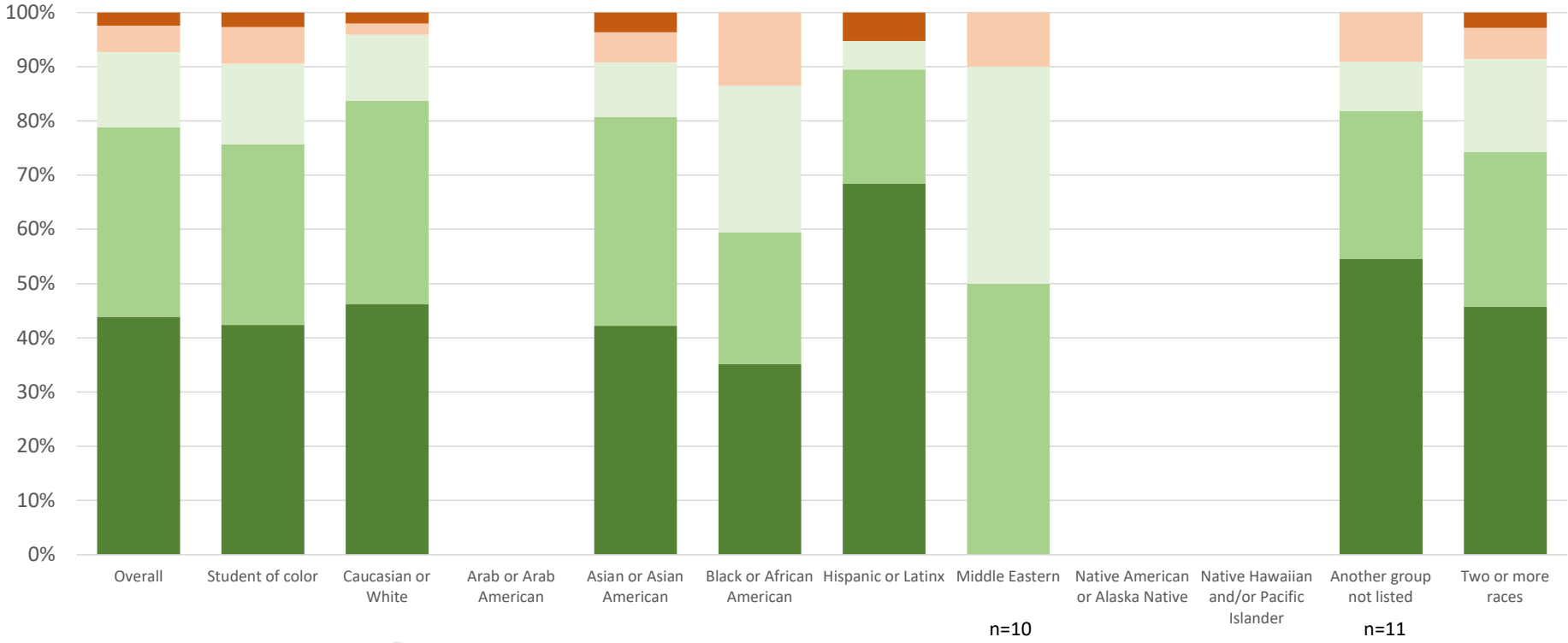
Note: If number of responders was <6, data not shown

TBD

**CLASSROOMS:
White Professors**

GRADUATE

“How often have you experienced WELCOMING FACIAL EXPRESSIONS OR WORDS from white professors?”



n=10

n=11

5=I strongly matter 4=I mostly matter 3=I somewhat matter 2=I slightly matter 1=I don't matter at all

Note: If number of responders was <6, data not shown

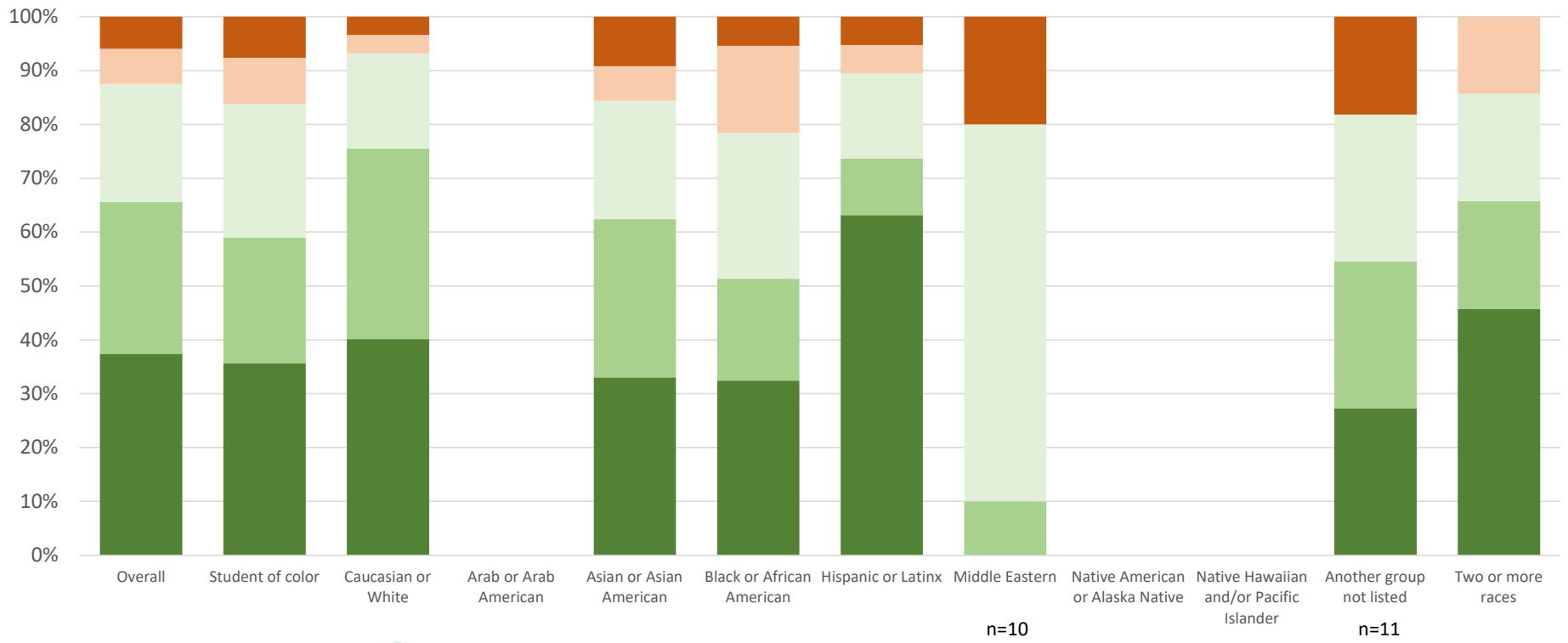


TBD

**CLASSROOMS:
White Professors**

“How often have you experienced CONCERN FOR YOUR FEELINGS/EXPERIENCES from white professors?”

GRADUATE



n=10

n=11

5=I strongly matter 4=I mostly matter 3=I somewhat matter 2=I slightly matter 1=I don't matter at all

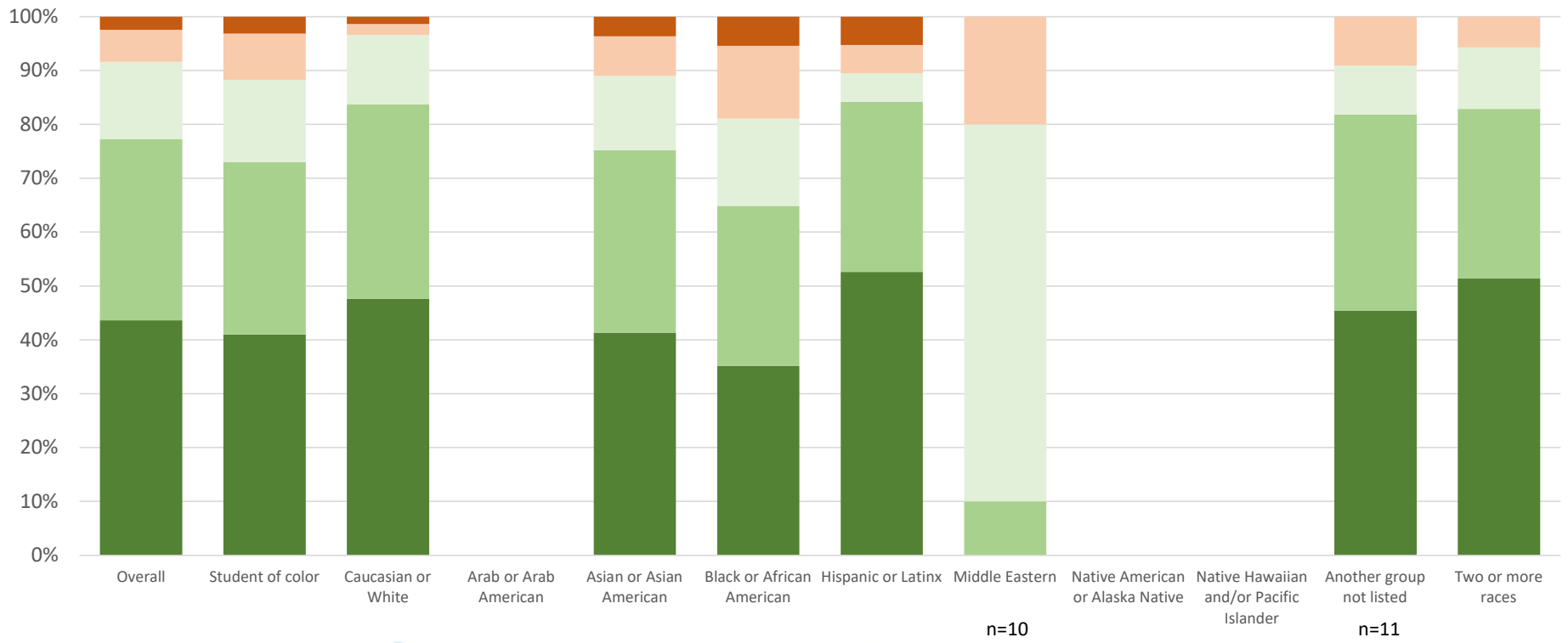
Note: If number of responders was <6, data not shown

TBD

**CLASSROOMS:
White Professors**

“How often have you experienced SUPPORT FOR YOUR CLASS CONTRIBUTIONS from white professors?”

GRADUATE



n=10

n=11

■ 5=I strongly matter ■ 4=I mostly matter ■ 3=I somewhat matter ■ 2=I slightly matter ■ 1=I don't matter at all

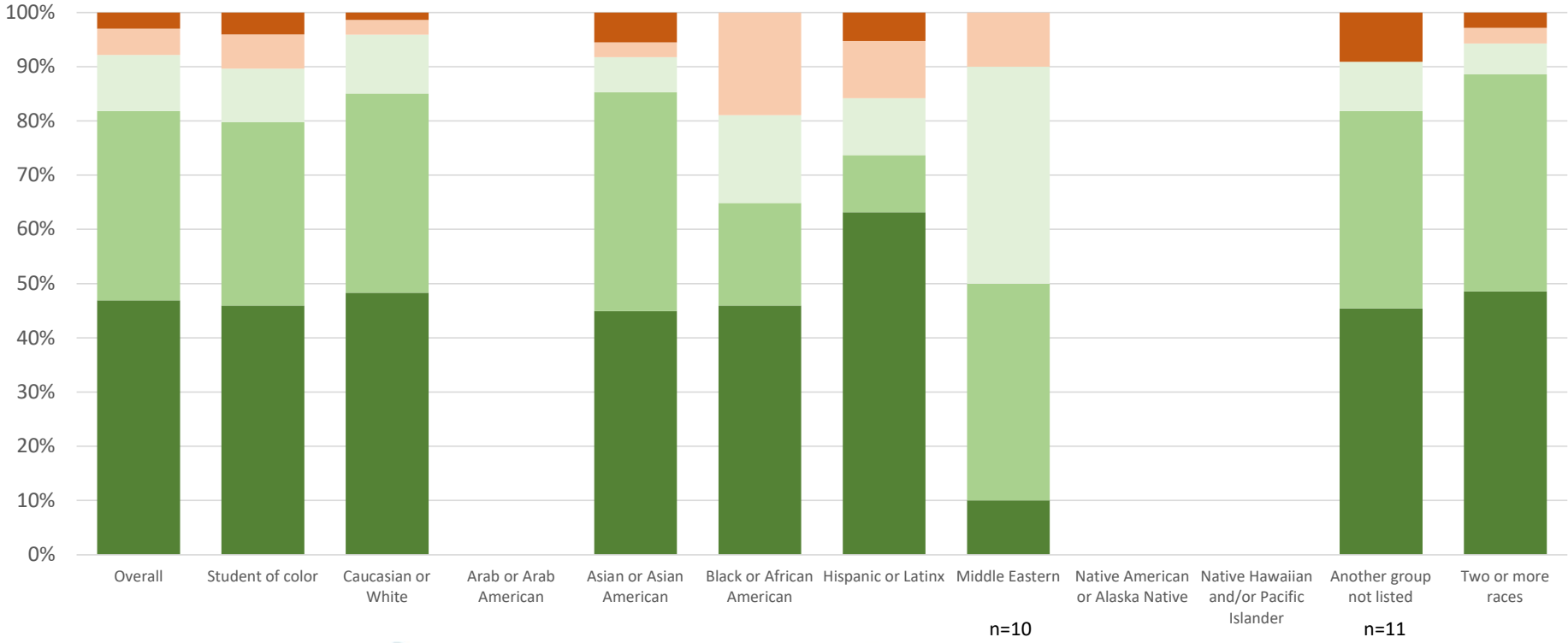
Note: If number of responders was <6, data not shown

TBD

CLASSROOMS:
White Professors

GRADUATE

"How often have you experienced AVAILABILITY FOR QUESTIONS/GUIDANCE from white professors?"



5=I strongly matter 4=I mostly matter 3=I somewhat matter 2=I slightly matter 1=I don't matter at all

Note: If number of responders was <6, data not shown

